3125
2 8

THE QUARTERLY JOURNAL OF SPEECH EDUCATION

Volume XIII FEBRUARY, 1927 Number, 1

CONCERNING SPEECH AT GENEVA

GLADYS MURPHY GRAHAM
Los Angeles

IT is a well-known contention that the League of Nations at Geneva is "nothing but a huge debating society." The point at issue here is not as to the distinctly questionable "nothing but"; we are rather concerned with the element of truth in the statement. It is a fact that never has there been such a multi-national attempt of men to come together and, through the common medium of speech, to set forth problems and seek solutions. Nor was speech ever confronted by a more rigorous and dynamic situation. Visualize it: the floor of the *Salle de la Reformation* a panorama of races—varying interests to be reconciled, national pride to be touched with care, smouldering antagonisms that must not be kindled, yet propositions which must be established, proposals which must be carried through; both sides of the first gallery lined and monopolized by the eager press of the world ready to send the words uttered to its heterogeneous four corners; official guests in the back of the first gallery; the second gallery overflowing with a polyethnic group, that part of the Geneva-drawn general public fortunate enough to secure the coveted pink or yellow pasteboards. A world-stage—Geneva, during the sessions of the Assembly, the center of a huge exhibition of public speaking vitally in business. It may be of interest, then, to those concerned with speech, to note something of the types found and heard there. And perhaps, from noting the effective qualities of speech in action, there may be a certain pragmatic determination of standards and needs.

First, a thing that impressed partly because of its unexpectedness—the almost total absence of flamboyant, spread-eagle oratory. I confess I had expected to find it playing an obtrusive part, probably because with us it is very generally the case that speeches on a political subject, with a nationalistic background and direction, are "oratory" in the worst sense of the term, things of decorative phrase and gesture with an arranged and constructed emotion which is neither the offspring of the thought nor a response to the situation. My most frequently repeated comment in notes on meetings at Geneva, sessions of all types, is as to the almost complete absence of such oratory. *Almost* complete, for there was one exception. One delegate could be depended upon to strew metaphoric flowers with prepared gesture and to wave the flag. Two things were interesting in relation to his work—the fact, first, that from its very difference it stood out like the proverbial sore thumb and, second, that it seemed to carry absolutely no weight. The pre- and artificially emotionalized oration was not the style at Geneva.

From which it does not follow that there were no speeches vibrant with emotion. Such were not the norm; they were outstanding exceptions. Dominantly illustrative, as the whole world knows, was the speech of M. Briand on the occasion of the admission of Germany to the League.[1] Colorful, passionate, tense, at moments it was highly emotional, but its emotion was great because it caught and expressed the feeling of the moment. There was nothing superimposed. Into the tenseness of a surcharged situation it came—only seven years after the war and Versailles, the enemy admitted to the council of nations; French troops manoeuvering that morning on the Rhine; old difficulties and hates basically present, realized in the background, yet a foreground jubilation that the necessary and difficult fact of admission had been accomplished. France welcoming Germany as a co-worker! Grizzled old Briand of the many cabinets greeting Herr Stresemann! To be great under such circumstances the speech could not have been other than emotional; the emotionalism was a by-product. The work was outstanding as speech because it was a delicately adjusted something of reaction to feeling and contribut-

[1] *Journal of the Seventh Assembly of the League of Nations*, No. 6, pp. 63-66.

ing and exciting factor in it again. The stage was set; Briand was the man of the hour. The speech was the dramatic product of a dramatic moment. (Heaven be thanked it was given in the actual business of life and not for a prize and so will not have to be repeated for gatherings everywhere to listen to and strangely imagine they are hearing a great thing—as if responsive speech, taken out of its setting and made a "piece," could ever be great.) I doubt if the power to do what Briand did on September 11th can ever be taught as such. All the plus of situation, personality, and wide experience was there but it stood on a foundation of much that can be taught. There was marked ability in handling the elements of speech and a freedom from restraint which permitted responsiveness.[2]

I well remember another piece of work with definite and true emotional qualities, though an entirely different type of speech from that of Briand. It was fairly brief, low-spoken, without a raising of the voice or a gesture for emphasis. Yet it was surcharged, vibrant, with the tenseness that comes from response to situation. M. Motta of Switzerland was speaking. It was near the close of a session at which the vital report of a sub-committee had been threshed out. The admission of Germany seemed assured, the withdrawal of Spain hung in the balance, and Motta, as the presiding officer, made his great appeal for the sacrifice of national interests to the good of the whole—just before he called on the delegate from Spain to give his decision. It would seem that, at Geneva at least, the emotionally fine speech is a product of a type of ability definitely based upon responsiveness to the occasion, never something prepared for in situational vacua with emotion as ornamentation.

Only so much for the tensely surcharged speech. It would be inaccurate and untrue to give the impression that speech at the League is made up of or in any way dominated by such. The clearly rational, to the thrill-seeking section of the public, uninteresting, unemotional thing is the rule. I think it can safely be set down that the normal in effective speech at Geneva is ex-

[2] It need hardly be emphasized that here and throughout the discussion, the evaluation of pieces of work is of them *as speech*, without reference to political significance or application. These constitute an entirely different problem.

pressed reasoning, dispassionate in tone. To me it was intensely interesting to watch its types and, day after day, to note—again rather to my surprise—that the recognized method of debate, the straight linear inference development of the polemic argument was by no means the oustanding type. Not often was there an instance of direct clash and contested debate as we know it. That such would be against the ideal and the best interests of the League was brought out by M. Briand as he said, "There are two spirits in which delegates may come to Geneva: the *objective spirit* and the *fighting spirit*. If the League has the appearance of a kind of tourney; if . . . we come here as champions to fight . . . then all is spoilt. . . . In such conditions . . . statesmen . . . face one another like wrestlers in the ring with their peoples eagerly looking on and asking which is going to throw the other. That is the spirit of war; it is a spirit which must not exist—least of all in the Assembly."[3] If Briand expressed the ideal of the League—and in this case it seemed that he did—then the orthodox debate methodology and line of development would be entirely out of tune with the ideal. However, there is a much more tangible, and probably a much more responsible, reason for its rare appearance, the fact that it is not the practical thing under the given circumstances, not the one most likely to achieve the desired end. The work in the council-hall of nations is constantly bound up with the problems of *detente* and *entente*, of the relaxation of tension and the achieving of understanding. For these the last thing desired is the crystallizing of opposition through a direct and violent clash of opinion, the thing to be most carefully avoided is the arousing and "setting" of the contrarient idea. There must be reasoning which attempts to convince, argument, but of the sort which is least likely to antagonize.

Consciously or unconsciously in response to such needs and ends, there has come to be the extensive use of a basic method which might be called purposive exposition and analysis. Interestingly enough, Dr. Benes who, as president of the Council, opened the meetings of the Assembly, gave in his inaugural speech almost a direct statement of the spirit and methodology involved.[4]

[3] *Journal of the Seventh Assembly of the League of Nations*, No. 6, p. 65.

[4] *Ibid.*, No. 2, pp. 8-14.

Giving initially the basic line of development to be followed, he said, "Without indulging to excess the optimism which must inspire . . . without, on the other hand, attempting to ignore the obstacles which daily beset our path, but without giving way to . . . misplaced pessimism . . . I merely desire, in accordance with our young tradition, *to give a brief outline* of what the League has done." The ideal was unemotional, objective exposition. It was as *l'expose* that the French-employing press of Europe universally referred to the speech. But the work was exposition and analysis with a purpose, the purpose of proof. Dr. Benes states that he will objectively outline the work of the League and "*we shall all realize* that . . . the work accomplished has been very considerable, that it constitutes a step forward . . . and *a proof* that the path we have chosen leads, despite all, to a progressive and comparatively rapid improvement of the world of today."[5] The thing worked for was a developing realization of a conclusion necessarily involved in the facts portrayed, a "This or Nothing" realization.[6]

It is only possible here to refer back on the matter of technique.[7] It is a vital thing for certainly it may be said that the most frequent and most effective method of argument used in the Geneva sessions, at times gropingly, at times with telling clarity, was that of implication. Speech at work in diplomatic, potentially tense situations—and what non-artificial argument situations are not potentially tense?—seemed to find it its most effective medium. It permitted objectivity, the non-antagonizing approach, the conclusion which normally emerged as a thing necessitated by the analytically developed portrayal.

There were instances of the complete systematic development —Dr. Benes is the outstanding master of the method, it was used when the report of the commission on the reconstruction of the Council was presented, it was basic in the discussions of the commission considering disarmament—and many, many instances, too, of the closely-reasoned, drawing-out type of implicational reasoning which takes a single act or proposition and asks, "If this, then

[5] *Ibid.*, p. 8. Italics are mine.

[6] Bosanquet, B., *Implication and Linear Inference*, Chapter I, *passim*.

[7] For the technique applied to argument cf. Graham, G. M., "The Natural Procedure in Argument," this JOURNAL Vol. XI, No. 4, pp. 319-347.

what must follow?'' Such a type of analysis was most interestingly—and, from the American point of view perhaps it might be said, devastatingly—used in the conference on the American reservations to the World Court protocol. Calmly, with an amazingly slight show of bias or antagonism, reason expressed in clear speech was brought to bear on the fifth reservation and all implied in it was brought to light. I shall never forget with what striking and cool clarity the legally-minded M. Fromageot of France came forward again and again to make obvious, without the slightest oratorical flourish, the thing implied in the proposed move. M. Unden of Sweden, serious, business-like, basically rational, would show ''if you accept this, this inevitably comes with it.''[8] And when Fromageot or Unden spoke everyone listened; final decisions were being determined; theirs was certainly effective speech.

Such seem to have been the types and trends of speech in business at Geneva. Can a realization of them be made to yield anything in the way of pragmatic standards? If such is in practice effective speech, should training take its direction in relation to it? Perhaps—but to set down implied standards or methods of training is not the intention here. I have only certain general comments to transcribe; if they carry any implications of their own, well and good. They were initially jotted down on the back of an *Opinions de la Presse* as we slid down the Jura mountains away from Geneva, toward Paris. ''From observation of work on the international stage it appears that: in effective speech ornamental oratory of the old type is *out*—long may it rest; telling emotional work follows and responds to thought and situation, it is a product of basic power, freedom, and special occasion; clarity in reasoning with accurate, scientific use of its varying methods is the fundamental factor and determinant in speech power. The most effective speech in the active business of life seems to be clear-cut reasoning cast in appropriate mould and given unimpeded expression.''

[8] It will be remembered that Russell gives the formula expressing the necessity of the "p implies q" as "q or not-p," either accept the implied thing or you cannot take the other. Cf. *The Principles of Mathematics*, Vol. I, p. 17.

LABORATORY COURSES FOR ADVANCED UNDERGRADUATES*

CLARENCE T. SIMON
School of Speech, Northwestern University

SOME changes are occurring in the field of Speech; changes which are as rapid as the most rampant progressive could wish. One of these changes certainly has been that of the popularity and significance of laboratory research as a part of our work. It's a far cry from the early days of our Association to these latter days of 1926 when a research number of THE QUARTERLY has been issued, when a session of the Convention is devoted to Voice and Speech Laboratory, and a paper is read discussing laboratory research for undergraduates. Not so long ago, laboratory research was well-nigh unknown for either graduate student or academe: and now we are discussing its extension to undergraduates.

Other academic disciplines have their laboratory courses and seem to gain something from them. But rather than risk the well-known hazards of reasoning from analogy, let us keep the discussion within the bounds of our own field. The gain or loss to our own students and our own profession should be the basis of our praise or condemnation.

In general, there seem to be two reasons for the establishment of such courses: one, to give the students an increased understanding and greater appreciation of the speech response; the other, to provide some training in laboratory research and a glimpse of its opportunities and possibilities. These reasons deserve some elaboration.

In a laboratory course, students are given an opportunity to see, to touch, to manipulate; to bring several senses to bear on the understanding of a principle. Several senses rather than the usual class-room limitation to one or two. After all, even so simple and common-place a thing as an apple would have much less meaning to us if our sensory experiences in connection with it were limited to hearing someone describe apples, or to seeing pictures of them —even colored pictures. Similarly, the student may read about

*Read at the Chicago Convention, December 30, 1926.

the vocal apparatus, may be told ever so vividly of its structure, and yet leave the class room with but a vague and confused impression of the relation of part to part, and the delicacy and fineness of adjustment of the whole. But give him a chance to see and examine a larynx,—animal or human,—allow him to take apart and put together dissectable models, and he will get a new understanding of the voice and its means of production. Perhaps it is too much to hope that some such procedure as this, particularly for our prospective teachers, may help to replace some pretty bad voice training by guess-work with sane vocal culture based on an understanding and appreciation of the structure and action of the vocal apparatus. Another example of the use of several sense channels: a student cannot see resonance on the printed page; loops and nodes and standing waves are apt to be merely names which mean very little. But give him a demonstration of resonance, allow him to tinker with resonators and their adjustment, and he gains a new idea of the phenomenon. If the common run of students once experience and appreciate the tremendous increase in volume supplied by a properly-tuned resonator, perhaps fewer throats will be torn raw in an attempt to get volume by sheer brute lung power.

These two examples serve to illustrate the manner in which additional sense impressions may be used to increase the meaning and significance of the various phases of the speech response. Laboratory courses will tend to give the general student a clearer understanding of the speech mechanism he will use throughout his life. They will also tend, and strongly so, to give the prospective teacher a knowledge of the intricacy and delicacy of the mechanisms which he will train in producing acceptable speech habits.

So much in brief for the understanding and appreciation fostered by laboratory courses; and now a word or two about the training in research which was mentioned before. Obviously, this training will be neither intensive nor complete; but it will be an opening, an introduction to apparatus and technique.

Many of our students do not carry their academic careers farther than the Bachelor's degree. Consequently, if they are to receive any training in research they must receive it as undergraduates. We think first, of course, of the prospective teacher of Speech. From a course of this kind the future teacher may receive

a background and some training by which he will be able to carry on some investigations wherever he may go. But beyond this, in laboratory courses rightly given, the general student receives a training which is valuable to him whatever his future occupation. He receives training in carefulness and accuracy of observation and in fidelity of report; training toward the establishment of a certain questioning habit of mind that asks for proof beyond the mere statement that it always has been; proof beyond an aggressive personality or fine writing on the part of the advocator; training toward an urge to solve the unknown in terms of the known, rather than weakly dismissing it as unsolvable or hazarding a guess which may be foolish or dangerous in its inaccuracy. Such training as this surely is not without value for the general student, to say nothing of those who will form the backbone of our profession in the years to come.

Another thought. Some of us have experienced the joys of research; of chasing the mysteries of speech into some far and odd corners. We have tasted the delight of building apparatus to make a hitherto unperformed experiment. We have soiled our hands and perhaps barked our knuckles as wholeheartedly and as joyously as our colleagues have coached a play, built an outline for a speech, or pounced on a story or novel that will really read. It is not unreasonable to suppose that there may be student palates which will take kindly to this fare if they be given the first taste.

So far we have been talking about the student. But from the view of the profession as a whole, the contribution of such courses is even more apparent. Vast areas of unexplored knowledge surround the field of speech. We really know comparatively little about the how or the why of the speech response. We must know more about *speech* in both its normal and abnormal manifestations. As the years go by, these regions of knowledge will be explored; researches will be made in the field of speech. And I am glad that the information will be gathered, by whomever it may be done. For after all, the finding of truth is the important thing, not who does it. Yet I have just enough pride in the profession to hope that some of these explorers will be teachers of speech. And this professional pride is not the weakest motive underlying this discussion of laboratory courses for undergraduates, courses where those of our students who are so inclined may receive the training which

will enable them to delve ever deeper into that realm of fact which is the basis of our teaching of the art of speech.

This paper has attempted to set out some of the advantages and gains following the establishment of laboratory courses for undergraduates. It has ignored equally frankly and completely obstacles and hindrances. Most of us are only too familiar with that side of the story. Each, in his own department, must weigh against the various obstacles these advantages: increased appreciation and greater understanding of the speech response; training in laboratory research.

Concerning the specific type or kind of course to be offered, only general comments can be given. Resources and demands vary so widely that no one standardized course would fit all situations. There are, however, about four definitely defined ways in which these courses are handled. First and simplest, is that in which the laboratory work is limited to demonstrations of the various points considered in a course in vocal or speech science. Each time a new point is taken up, or a new principle outlined, a demonstration is run; the students participating to the extent allowed by time and equipment. A second method is an elaboration of this. One period a week is devoted to experimentation which is illustrative of the principles considered in the lecture or textual material presented at the remaining class hours. In both these methods, the laboratory work is subordinate to the textual material; is attached to the general routine of the course for the illustrative and training value which it possesses. A third method of administration pays more attention to actual research and training of the student. Here each student is given his own problem to work out in the laboratory, a problem which may border on the course material but which is distinct from it. Here the problems are not necessarily related to each other, except in the chance of selection. This is really a laboratory course tacked on to another course, with but a slender connection between the two. The fourth method is that of a full laboratory course, a course in which the textual material, if any, is subordinated to the laboratory procedure. In this course, students learn to handle and use apparatus, are trained in carefulness and accuracy. Their progress in this course is measured by the amount of material which they have stowed away—theoretically in their heads and quite practically in their note books.

These are four ways of administering the course. Whichever is used, the advantages and gains which have been outlined will occur in direct proportion to the time spent in the laboratory and in actual research work.

However the course may be administered, certain set problems or experiments are necessary. Directions for these experiments should be set out in a syllabus or manual and distributed to the students in accordance with the general custom for laboratory courses. Each student should write full and accurate notes on procedure, descriptions of apparatus used, and statements of observations or results. Size of the working group,—two, three or more students,—and rotation of problems, must be worked out in each laboratory.

The following items are not stated as the only ones, or as the last word in laboratory procedure. But they are problems which are relatively simple and within the bounds of reasonableness in laboratory equipment. Simplicity and reasonableness are two counsellors with whom most of us are perforce rather familiar. So far as this discussion is concerned, both the problems and their order of presentation are tentative and suggestive only.

It would seem that a study of sound itself would be a good place to begin; a study of sound as caused by vibrations. First, the source of these vibrations: observations of lamellas or large forks with a visible amplitude of vibration; observation of smaller and higher pitched forks whose vibrations can be made visible by a mirror on a prong or by a suspended pith ball. Vibrating air columns may be demonstrated by singing tubes. The second problem in this section is the explanation of the manner in which these vibrations are conveyed through the air by means of the alternate areas of compression and rarefaction which compose the sound wave. Ordinary checkers on a long board, representing theoretical air particles, may be moved in accordance with instructions in the manual to show exactly what happens as a sound wave passes through the air. A continuous and illustrative picture of this same happening can be shown with a Criva disc. The student should be asked to represent graphically a pure tone wave by using the sine curve that is the conventional graphical representation. He should be given an opportunity to appreciate why and how a longi-

tudinal sound wave is represented on the printed page by a hill and valley curve.

After the student has worked his way into an understanding of the source of sound and the nature of its propagation, he may be started on one of the elements of sound. Pitch is a good starting point. The first problem should aim to make clear that the pitch of any tone is determined by the frequency of vibration of the sounding body. Tuning fork tracings on a kymograph drum may be compared. The tracings from forks of varying pitches will serve to show that the higher the pitch the greater the number of vibrations per second; or, the greater the number of vibrations, the higher pitch. If the instructor desires, the student may be made familiar with the upper and lower limits of pitch hearing, using the Koenig bars or the Galton whistle for the upper and a lamella or large fork for the lower. Pitch discrimination may also be introduced as a problem; a set of differential forks being the apparatus required. If a sonometer is available, the class may be taken through a study of the pitch of strings, varying the length, weight and tension of these strings to produce the pitch changes. An important and illustrative phase of pitch study is in the observation of the grosser pitch changes which come in speech. Either a stroboscopic disc with a manometric capsule, or the Seashore phonograph tonoscope will serve for this analysis. Let the students watch the inflections that come in their own voices; the difference between a question and an imperative; between a simple declarative remark and one that is delivered with great emphasis. Study the inflections that occur in the melodies of various speakers, as speech records are played on a retarded phonograph. There is something fascinating about watching the constant glide and change of the lines on a stroboscopic disc that grips the student's attention and makes him realize as never before the part that pitch plays in our ordinary communication. Let the student compare Bryan with Coolidge; let him watch the glides and changes which come in Sothern's reading of Hamlet's soliloquy, or Shylock's famous speeches. These, of course, are only the grossest and most overt changes; but they are sufficient for the scope of this course.

The student may be introduced to the element of intensity through an observation of the vibrations of tuning forks. Let him see that the wider the swing of the prongs, the greater the inten-

sity of the resulting tone. Referring again to the fork tracings on the drum, show in another way the influence of the amplitude of the swing. There should be some experiments with resonance as an amplifier; by actual experiment clarify the difference between true resonance, sympathetic vibration and forced vibration. Show the comparatively greater gain in intensity coming from a properly-tuned resonator as compared with the gain that can be had by greater amplitude of vibration of the sounding body.

Quality or timbre should not be omitted from this list of problems. Explanation of the physical basis of quality should precede the actual experimentation. After the student has been informed of the nature of clang tones, he should be given a problem on the sonometer. Let him pick out the various overtones coming from the clang tones produced by the strings. It is also possible to see some of these overtones on the stroboscopic disc or the tonoscope. The student may be shown the influence of resonance on quality by means of selective amplification. Quality changes may be noted when a Helmholtz resonator is held to the ear and a vocal or instrumental tone sounded into the resonator. With organ pipes or mounted tuning forks of varying pitches it is possible to produce clang tones of different qualities by varying the component partials in pitch and intensity.

A fourth element may be studied, namely that of time or duration of the speech sounds. This is not a factor inherent in the sound wave, but is conditioned by the rate of activity of the articulating apparatus. However, it deserves a place in this list of problems. A well-known method of approach is that of counting the number of words per minute in readings, speeches, conversations. This attacks the problem of rate of utterance as it is manifested by various types of individuals, in different selections, and under varying emotional conditions. It is also possible to make a rough and simple study of rate from phonograph records, if the record be slowed down to a rate at which the words are just intelligible. The experimenter presses a key at the initiation of each syllable, and releases it at the close. This key is in circuit with a magnetic time marker writing on a smoked drum. If the phonograph record and the drum be synchronized, the jagged line on the drum will carry the record of the actual duration of each syllable on the record, within the limits of reaction time of the experi-

menter—a rough method, but one leading to an understanding of this factor of duration in the study of speech sounds.

These elements; pitch, intensity, timbre, duration, when understood by the student give him a basis for appreciation of the vocal mechanism which he would not have otherwise. If a phonelescope is part of the laboratory equipment, the above points can be summarized and emphasized by an hour spent watching the varying effects produced by the vibrating mirror.

This paper saves until last the study of the vocal apparatus itself; perhaps that study should go first. Certainly, each problem mentioned above should be pointed to the vocal mechanism, and should be related to the science of voice production.

Breathing, as the motive power of speech, should not be neglected in a course of this kind. Any of the standard makes of pneumagrahs may pe used to show the students how they breathe. Abdominal and thoracic breathing, each by itself, and the two coordinated. The student may try his skill at using each without the other. If a spirometer is at hand, some interesting information may be gathered by discovering the lung capacities obtained by the different types of breathing. The ways in which breathing for speech differs from normal physiological breathing form another question for investigation. Our respiration varies with different conditions of reading and speaking; these variations may be noted in a series of experiments with standardized tasks. In all this, the instructor should be sure that the student understands how the air is moved into and out of the lungs. Certain misconceptions concerning this have been straightened out with no more apparatus than an ordinary eye-dropper. It does not require a complicated series of experiments to arouse student apreciation of the necessity for control and efficient usage of the breathing apparatus.

For the larynx itself, it might be well to start with pictures, charts and dissectable models. Ask the students to take the models to pieces, draw and describe the parts, and reassemble the models. These drawings and descriptions should be connected with the problems and discussions that have preceded; making clear the relation of the laryngial structures and functioning to the elements mentioned before. Following this, as a sort of summary and review of the entire course, each student, or pair of students, should dissect a sheep's or pig's larynx, isolating at least the principal mus-

cles and cartilages, and preserving the parts for drawing and description. An additional problem might be the observation of the vocal cords actually in operation by means of the laryngoscope; this with due regard to the "ticklishness" of this particular apparatus.

These are simple problems, and the results gained are of the grosser sort; no deductions can be made from the findings. But these problems are for undergraduates, and our purpose has been limited to giving the student a greater understanding and appreciation of the vocal apparatus and to providing him with some training in laboratory research.

ANGLICIZED JAPANESE

FREDERICK W. BROWN
Smith College

ENGLISH is one of the required courses in all Japanese High Schools and Colleges, and each college student must pass entrance examinations in English translation, dictation, and punctuation. Each student who graduates from a Japanese university has spent at least seven years in the study of English, more than twelve class-room hours a week having been devoted to it. At the end of this period the average student is able to read more or less well with the aid of an English-Japanese dictionary and other helps, but he can neither speak English so that it can be understood by an English-speaking person nor can he understand that person's speech.

This situation is due to the following facts: 1. Translation and the study of English Grammar and Syntax form the foundation of all English study. 2. The Japanese teachers neither speak nor understand spoken English. 3. Teachers and students substitute Japanese Speech Habits and Japanese Speech Sounds for English Speech Habits and Sounds in their reading, writing and speaking of English.

The data here presented are the result of three years of contact with Japanese teachers and students of English at the Hokkaido Imperial University, Sapporo, Japan, and in other parts of the country. The facts presented are the result of the study of the

reading, writing, and speaking of English by more than 1000 students, all of whom had studied English for from four to five years, and over 100 teachers. Of this group less than 5 per cent read, write, and speak English except in terms of Japanese speech. While it is true that all new language activity must be based upon that already acquired, it is equally true that a foreign language cannot be properly used until the student learns to make use of those habits which are peculiar to that language. English, as used by the group referred to above, is really Anglicized Japanese, for it is Japanese with a few English rules of grammar and syntax and a few English sounds and sound combinations added to it.

It is our purpose here to present a few facts which show the effect of the substitution of Japanese Speech Habits and Speech Sounds upon the pronunciation of English.

The general Japanese Speech Habits which most markedly affect English pronunciation may be briefly outlined—

1. The lower jaw is practically inactive. During speech the upper teeth rest upon the lower, or nearly so, and the lips are very slightly parted. This gives the pronunciation a muffled, indistinct quality which is particularly noticeable in the open and half-open vowel sounds. This causes a difference between those Japanese and English sounds which are commonly thought to be identical, the one exception being the sound of "ee" in "feet."
2. During speech the breath is inhaled through the corners of the mouth causing a hissing sound.
3. Accent, as the term is commonly used to designate the unequal application of force to different syllables, is absent, all syllables being equally stressed. The Japanese student either reads and speaks English in a monotone, or, realizing that accent is necessary, misplaces it.
4. Every Japanese word ends in a vowel sound or "n." (In certain words ending in the syllables "shi," "chi," "su," and "tsu," the final vowel is usually slightly, and sometimes entirely, suppressed.) This habit is responsible for additions and substitutions such as the following:—The sound "ah" as in "father" is substituted for the "er" of father and river, the "ure" or pleasure, measure, etc.;

the "ir" of girl, and the "or" of labor; "i" as in "police" is added to match, edge, etc.; "o" as in "coat," is added to shirt, head, list, must, etc.; ŏŏ (or) "u" as in "book" is added to black, club, crab, map, etc.; "good morning" and "good bye" become "good-o-morningu" and "good-o-bye."

5. Double consonants are always pronounced, giving an affected tone to such words as pretty, happy, funny, etc.

Chamberlin, Rose-Innes and other students of the Japanese language state that the spoken language originally consisted of five pure vowels and nine consonants, the vowels taken singly and combined with the consonants producing fifty syllables. The later influence of Chinese words and other foreign elements increased the number of syllables to seventy-five. To these must be added the Japanese syllabic "n," (often changed to "m" for sake of euphony) which Chamberlin describes as halfway between a true "n" and the French nasal "n," and the six diphthongs. In the syllabary as given below those sounds and syllables which are the result of foreign influences are placed in parentheses. Such irregularities as the use of "shi" for "si" etc., are said to have originated very early.

THE JAPANESE SYLLABARY

	K (G)	S (Z)	T (D)	N	H (B) (P)	M	Y	R	W
A	Ka (Ga)	Sa (Za)	Ta (Da)	Na	Ha (Ba) (Pa)	Ma	Ya	Ra	Wa
I	Ki (Gi)	Shi (Ji)	Chi (Ji)	Ni	Hi (Bi) (Pi)	Mi	i	Ri	i
U	Ku (Gu)	Su (Zu)	Tsu (Dzu)	Nu	Fu (Bu) (Pu)	Mu	Yu	Ru	u
E	Ke (Ge)	Se (Ze)	Te (De)	Ne	He (Be) (Pe)	Me	Ye	Re	e
O	Ko (Go)	So (Zo)	To (Do)	No	Ho (Bo) (Po)	Mo	Yo	Ro	Wo

In addition to these syllables there is the syllabic "n" described above, and the following diphthongs:—"ai," as in aisle; "ae," a combination of the "a" of father and the "a" of fate; "au," as "ow" in cow; "ei," as "ay" in say; "ou," as "o" in home; and "iu," as in the word yew.

A brief description of the Japanese sounds with examples of their use in English words will help us to understand the nature of

the substitutions made. The inactivity of the lower jaw should be borne in mind as it is characteristic of all sounds and will, therefore, be omitted from the individual descriptions.

VOWELS

A, like the "a" of father. It is substituted for "a" as in have, apple, sand, fan, man, etc.; for "a" as in servant, agree, etc.; for the sound of "er," "ir," and "ear" in other, servant, girl, bird, earth, early, learn, etc.; and for "u" in up, run, etc.

I, like "i" in police. Substituted for "i" in sit, it, miss, ship, fish, etc.; for "i" in crime, climb, and "ui" in guide, etc.; for "y" in study, pretty, etc.

U. The tongue and lip positions are about half-way between those for the English "u" in put and "oo" in boot. Hence it is hardly noticeable when substituted for these sounds. Many individuals, however, give to all English words containing either of these sounds, one or the other of them, i. e., they give to both put and boot and similar words either the "u" or the "oo" sound.

E, when final, and usually when medial, has the value of "e" in met. Not infrequently, however, it is as the "a" in fate.

O, as "o" in note, but often given a double time value. In this manner it is sometimes substituted in such words as food, wood, boat, hall, etc. This substitution, together with the addition of a final vowel, more or less suppressed, gives these words the following pronunciation:—fo-o-do, wo-o-do, bo-o-to, ho-o-ru, etc.

DIPHTHONGS

Ai, as "ai" in aisle. Substituted in many English words where the same letters occur, as in aim, aid, maid, mail, afraid, grain, etc.

Ae, a combination of the "a" of father and the "a" of fate, pronounced in rapid succession. Occasionally substituted for the "i" of fight, find, etc.

Au, as "ow" in cow. Substituted for "au" as in author, authentic, audible, audience, taught, cause, etc.

Ei, as "ay" in ray. Substituted for "ei" in either, height, etc.

Ou, as "o" in home. Substituted for "ow" in plow, allow, etc., and for "ou" in sour and "ou" in group.

Iu, as in the word yew.

CONSONANTS

K, G, theoretically the same as "k" in kill and "g" in goat. In practise, however, the Japanese "g" is peculiar in that it is very often nasalized, the sound corresponding to English "ng." This sound is given to the "g" of many English words. Chicago, cigar, and beggar, for example, are almost always pronounced Chicango, cingah, and bengah.

S, Z, are as in English, except when they occur before the English sounds represented by the letter "i" in it and police. In the Japanese syllabary, it will be noted that S and Z before "i" change to "sh" and "j" (dzh). This change is carried over into English, so that the Japanese "shi" is substituted for "si" in sing, sink, sick, sin, etc.; for "see" in the words see, seem, seek, seed, etc., and for "sea" in sea, seat, season, etc. "Ji" (dzhi) is substituted for "zi" in zinc, "ze" in zebra, "zea" in zeal, etc.

T, D, are the same as in English except that a little more of the surface of the tongue is pressed against the palate. Before "i" and "u," as noted in the syllabary, they became "ch" (tsh) and "j" (dzh), and "ts" and "dz." The students seem to have little difficulty with these combinations in English, although occasionally one hears the words tea, dish, etc., pronounced tshee and dzhish.

N. Theoretically, the same as in English except when final, as stated above. For the sake of euphony, however, it is often changed to "m." Consequently, the written symbol used to represent it when syllabic has a three-fold value, "n," "m," and "ng." It is always more or less nasalized when appearing in the final position in English words, as in man, seven, gone, etc.

H, corresponds more nearly to the German "ch" of "ich" than to the English "h." The friction, however, is practically all within the mouth cavity. The lips and teeth are but very slightly parted and the tongue is high in the mouth. In the speech of nearly all Japanese "Hi" is interchangeable with "Shi." This is also characteristic of their English pronunciation, "Shi" (she) being substituted for the initial "h" and its succeeding vowel in the following words:—he, heat, heal, heed, hill, him, hip, etc.

F, a modifications of the Japanese "H" before "U," the only difference in pronunciation being that the lips are pressed lightly together just before the expulsion of the breath-stream. A sound closely resembling English "f" faintly precedes the characteristic rough breathing of the Japanese "H." The English words fence, food, fool, foot, field, factory, phone, faith, fail, face, feel, feet, etc., are pronounced as though they were written, fhence, etc., the "h" quality predominating. Before "r" and "l," however, the "h" quality is suppressed and the "f" quality predominates, as in flag, fresh, etc.

P, B, and M are as in English.

Y, and W are as in English.

R. Five distinct phonetic values are given to the consonant element of the Japanese syllables Ra, Ri, Ru, Re, Ro.

1. Identical with English initial "r."
2. Identical with English initial "l."
3 and 4. The tip of the tongue is curled back so that its under side touches the hard palate. As the breath-stream forces it to uncurl it sweeps forward and downward, one of two sounds being produced according to the following circumstances—(3) If the tip is pressed against the palate more tightly than the sides, most of the breath-stream escapes at the sides (or at one side) producing an "l-r" sound, the "l" element predominating. (4) If the sides are pressed against the palate more tightly than the tip, most of the breath-stream escapes over the tip, producing an "r-l" sound, the "r" element predominating.
5. Occasionally, but not often, the value of English "d" is given.

Types 1, 2, 3, and 4, seem to be used indiscriminately and interchangeably by all classes of people in all parts of Japan, more than 75 per cent of the students examined using all four types in repeating the syllables, Ra, Ri, Ru, Re, Ro, and in pronouncing a list of Japanese words in which they occurred.

In the pronunciation and recognition of English words the same lack of distinction between "l" and "r" is made as in Japanese, except when these sounds are final. Here a novel distinction is met. Final "r" is dropped and the preceding vowel is usually

given the sound of "a" in father, but the final "l" and "ll" of pile, final, fill, pull, etc., is given one of the four values indicated above, with the addition of a more or less prominent Japanese "u." The following list of words was placed on the black-board and each student pronounced the entire list. The Japanese values were applied to such an extent that no distinction whatever was noted in the pronunciation of the two words of each pair in more than 95 per cent of the cases, and only five out of three hundred students gave all the words their correct English values.

grow	glow	prank	plank	right	light
broom	bloom	rain	lane	bright	blight
wrong	long	red	led	rate	late
royal	loyal	erect	elect	correct	collect
free	flee	raw	law	brush	blush

The same list of words was used for the following experiment, the results of which show that the Japanese make practically no auditory distinction between the two sounds. The pairs of words were first pronounced clearly and distinctly before a group of two American, one Swiss, and five Japanese teachers, three of the Japanese teachers having studied in and received degrees from American universities. The two Americans and the Swiss wrote down every word correctly (an adequate check on the pronunciation of the experimenter) while none of the Japanese teachers was able to record 50 per cent correctly. The experiment was then repeated in the class-rooms and the students (more than 300 in all) averaged less than 30 per cent correct answers.

A number of English sounds and sound combinations do not occur at all in Japanese. In more than 95 per cent of the group of 1000 students and 100 teachers native sounds are substituted for the following English sounds:—"i" in "it"; "a" in "fat"; "o" in "on"; "a" in "all"; "a" in "above"; "o" in "love"; "ir" in "girl"; "f" and "v"; "s" in "pleasure"; "th" in "thin"; "th" in "then"; and "hw" in "what." The sound combinations "pl" in "apple," and "bl" in "trouble" are usually rendered "pu" and "bu" or "pah-ru" and 'bah-ru," the "ah" being more or less faint. "Ks" as in "box" and "books," becomes "kah-su" or simply "kahs." The diphthong "oi" as in "boy" causes little difficulty, probably because there are many Japanese

words in which the two sounds composing the diphthong occur in the same order although each is pronounced clearly and distinctly. The Japanese muffled "ah" is always substituted for the four diphthongs occurring in the pronunciation of those English speaking people who drop the final "r," i. e., the diphthongs of the words "or," "sure," "ear," and "air."

The substitutions of Japanese for English sounds are so numerous that an exhaustive list would form a good sized Anglicized Japanese dictionary. The following lists indicate both the nature and extent of the most common types of substitution, it being impossible to recognize most of the words in their Anglicized Japanese form. Careful oral repetition is necessary to a complete appreciation of the changed phonetic values. The letter "r" is used to represent any of the five values mentioned above. "i," "o," and "u" added to the ends of syllables are often so faint as to be nearly indistinguishable.

SINGLE WORD

English	*Anglicized Japanese*	*English*	*Anglicized Japanese*
apple	ah-pu or ah-pah-ru	church	tscha-tschi
sleep	su-ree-pu or shu-ree-pu	field	fhee-ru-do
violently	bah-rah-n-tree	hang	hahngu
vividly	bee-bah-du-ree	slumber	sur-rah-mah
board	boe-ah-do	number	nahm-bah
bathe	bah-su	factory	fhah-ku-toe-lee
hall	hoe-ru	hurry	hah-lee
tiger	teeng-ah	lecture	re-ku-tschu-ah
cigar	seengah or shengah	labor	ray-bah
river	lee-bah	many	mah-nee

WORDS PRONOUNCED ALIKE

learn and run	are	pronounced	rahn
climb and crime	"	"	ku-rye-mu
mouth and mouse	"	"	mausu
throw and slow	"	"	suroh or shuroh
purse and pass	"	"	pah-su
love and rub	"	"	rah-bu
castle and caster	"	"	kah-su-tah
suit and shoot	"	"	shooto or shi-oo-to
kill and keel	"	"	kee-ru
sing and thing	"	"	shingu
sink and think	"	"	shing-ku
race and lace	"	"	race
pitch and peach	"	"	peach

horse and house	are pronounced		hah-su
pleasure and pressure	"	"	pu-ray-dzhuah
much and match	"	"	mah-tschi
river and liver	"	"	ree-bah
arrow and allow	"	"	ah-row
sit, seat and sheet	"	"	sheeto
work, walk, and woke	"	"	wouku or wah-ku

bath, birth, bass, base, buss, and buzz are pronounced bah-su

---

The solution of the problem of English teaching in Japan is theoretically simple:—Give the Japanese an English Phonetic basis for the study of English. The experience of many British and American teachers proves that every mentally and physically normal Japanese is capable of learning to produce English Speech Sounds and to understand correctly spoken English. The method employed is simply that of giving them the opportunity to hear English spoken correctly, teaching them the positions and movements of the tongue and lips, and insisting upon perfect imitation. The use of phonetic symbols is indispensable. Practically, the solution is more difficult for it entails the creation of a body of native teachers who have received their basic training in English through the ear rather than the eye, who have learned to produce English sounds, and who are able to teach the students what they have learned.

Fortunately the Japanese Government has, as Linguistic Advisor to the Imperial Department of Education, the British Phonetician, Professor Harold E. Palmer, who is receiving the coöperation of the more progressive Japanese and foreign teachers of English in his preparation of a course of study which will be used in all schools, and in the training of teachers to present this course. Unless some unforeseen opposition arises Anglicized Japanese should, within the next few years, be supplanted by English.

ORGANIZATION OF SPEECH CORRECTION CLASSES LOS ANGELES CITY SCHOOLS*

ALICE C. CHAPIN
Supervisor, Department of Speech Correction

IN any type of corrective work with children the keynote of success is coöperation in the home and in the school.

In Los Angeles we are fortunate in having a Board of Education, a Superintendent and Assistant Superintendents who have a sympathetic understanding of the needs of the handicapped child and have taken measures to give him special attention early in his school life in order that he may be able to take his place, if possible, beside his more fortunate brothers and sisters.

An expression of this helpful attitude was given by Mrs. Susan M. Dorsey, our Superintendent of Schools, in a recent address at a conference for the study of Vocational Guidance. Speaking on the subject "Guidance for Culture," she made the statement, "One evidence of our advancement in culture today is the increasing interest which is being taken in the handicapped child. The ideal of the ancient Greeks, in striving to attain perfection, was to make the capable more capable. The handicapped were disregarded. Today, as well as helping the capable to become more capable, we are trying to aid the unfortunate ones to become useful citizens."

The Los Angeles City School District contains about 800 square miles, reaching from the Sierra Madre Mountains, which border the San Fernando Valley on the north, to the Pacific Ocean on the south. The school district comprises a total of 320 schools varying in size from the two-room bungalow schools in the valley to the largest city high school with an enrollment of 3,342 pupils. The total enrollment in the city schools is 239,968. The total number of teachers employed at present is 8,977.

Speech correction classes were first organized in the Los Angeles City Schools in March, 1921. It is the policy of the Speech Correction Department, which at present consists of fourteen members including a supervisor and an assistant supervisor, to reach all parts of the district. The central office of the Speech Correction Department is in the Chamber of Commerce Building where

*Read at the Chicago Convention, December 29, 1926.

the Board of Education, Superintendent and Assistant Superintendents, and heads of departments have their offices. This centrally located office, with a secretary in charge from eight until five daily, aids in efficiency of organization. At this central office is a library of text books, reference books and speech magazines which are used by the speech correction teachers. A librarian from the city school library keeps the Speech Correction Department in touch with current literature related to its problems.

At present speech correction classes are established in 51 elementary schools, 17 junior high schools and 7 senior high schools. The total enrollment for the month of November, 1926 was 1,530. During the last five years 5,270 have taken advantage of these special classes. The decision in regard to location of classes is based upon a general survey of cases of speech defect made by the principal of each school. The accessibility of the school to neighboring schools is also taken into consideration. Pupils in need of speech correction attend the special classes for two periods each week. These periods vary from one-half hour to two hours per week. The schedule of the speech correction class is flexible, dependent upon type and severity of case. Pupils with a similar defect may be given corrective exercises in small groups, if the defect is slight. Children seriously handicapped by stammering or by many substitutions should receive individual instruction. As improvement is shown they are placed in small groups for general corrective exercises and practice in reading and recitation.

The size of the group and the arrangement of the schedule is left to the judgment of the speech correction teacher. Conditions in schools are so varied and the individual pupil's needs are so different that no set program is superimposed. In arranging a schedule the speech correction teacher takes into consideration the class room program in order that there may be as little interference as possible with the regular school work. A principal said, "While the pupil may miss some time from his school work due to his attendance in a speech class, the loss is more than compensated for later by his improvement in speech and his joy in being able to express himself well. It is time profitably spent."

In every school the principal and teachers have been most helpful. They recognize the child's need for this special type of corrective work and do all in their power to make adjustments to suit

his particular case. The real success of corrective work is so dependent upon a happy attitude that no child who enters a speech correction class should be allowed to become sensitive or self-conscious because he is singled out for special attention. The teachers in the regular grade, as part of their good citizenship program, have fostered this spirit of helpfulness among the other children. This is also true of the attitude toward pupils enrolled in classes in at least five different schools. Most of these teachers have automobiles and travel from school to school between sessions. Mileage refund is given for trips between schools. It is the plan of the department to have the teacher travel rather than to have the pupil leave the school in which he is regularly enrolled. This affords an opportunity for the speech teacher to come more closely in touch with the teacher in the regular grade. From this contact results a better understanding and closer coöperation.

Our speech correction teachers in Los Angeles were successful teachers either in the elementary school or high school before they took university courses, preparing them for this type of teaching. The teacher who has had experience in the regular grade often finds it easier to fit into a school system as an auxiliary teacher, than one who has never had contact with the pupil and his problems in the regular class room. For this corrective work, teachers have been selected who can readily adapt themselves to the conditions as they find them in the various schools, and who have a confident, buoyant personality which helps to inspire the handicapped child to do his best. This subtle quality was beautifully expressed by a little blind girl enrolled in one of the classes. Unable to recall the name of her speech teacher, she referred to her as "the teacher with the smiling voice."

A printed form is used for enrollment in speech correction classes. On this record sheet, which is considered confidential, is a brief case history, supplemented by a record of the physical examination, psychological examination and family history pertaining to the case. A record of improvement and school progress is also noted. All case histories of pupils enrolled in these classes since the organization of the department are kept on file at the central office where they may be checked for special study and follow-up work. In the enrollment and examination of pupils for the speech correction classes there is a close coöperation with the Department

of Health and the Department of Psychology and Educational Research.

The Department of Health, in addition to the physical examinations given regularly in the schools, arranges for the more serious cases to have examinations by specialists. These specialists include a psychiatrist, an eye, ear, nose and throat specialist, a heart specialist and a lung specialist. On the advice of these physicians treatment is often given at the school clinics and hospital clinics. The school nurses have been untiring in their efforts when special help and home calls have been necessary to get the child in better physical condition in order that he may make more satisfactory progress in the speech correction class. Nutrition classes are organized in many of our schools. In addition to a special diet, rest periods during school hours are arranged. We find that many of our stammerers have shown marked improvement by the special help given in nutrition classes.

Under the supervision of the Department of Psychology and Educational Research, mental tests are given. This department makes special recommendations in regard to pupils enrolled in regular classes and also in regard to maladjusted children. The helpful advice of these trained workers is especially sought in those cases where advice is needed in carrying out a program in mental hygiene. The data furnished by this department help us in the diagnosis and also in the prognosis of many cases of speech defect. With the aid of the Department of Psychology the intelligence quotients of 1,407 speech correction pupils have been compared with the intelligence quotients of 14,000 unselected Los Angeles elementary school pupils. The findings indicate that no appreciable difference exists between the distribution of intelligence quotients for pupils with speech defects and the unselected group.

The permanence of results in many cases of speech improvement is dependent upon follow-up work. When the pupil is promoted to a higher grade or transferred to another school, attention should be given to him in order that he may not lapse into former incorrect habits of speech.

The results in speech correction work in most cases are gratifying. A few definite examples may illustrate our work.

A pupil who was retarded in his work in the sixth grade because of infantile speech overcame his handicap after a series of

lessons with the speech correction teacher. On his entrance to junior high school he was elected president of the student body, where it was one of his duties to preside over large assemblies. He often expressed his gratification for the aid which he had received in overcoming his speech defect, for he felt that he could not have held this position if he had persisted in his former habit of faulty enunciation.

A bright boy in a junior high school was unable to participate in his regular school work because of his fear of stammering when he made an attempt to speak. Speech Correction lessons helped him to gain self-confidence and poise so that he began to recite in his regular classes and by the end of the year he was speaking with such ease that he was chosen to take a leading part in a school play.

A sixth grade girl of foreign birth was a silent member of the class. She was diffident and embarrassed and seemed unable to stand before her class to read or speak.

Group tests were given and the grade teacher was greatly surprised when this girl ranked the highest of the entire group. An investigation was made and it was found that a sensitiveness over her foreign accent was responsible for her seeming backwardness.

After special help with her speech and the coöperation of the teacher and pupils, her speech improved rapidly and she was readjusted happily with her classmates.

A little first grade boy was unable to make himself understood because of a serious speech defect due to a cleft palate. Through the interest of the school nurse a specialist in oral surgery was secured. After the successful operation the child was enrolled in a speech correction class. After a year's time no abnormality was noticeable in his speech.

An attendance officer, on investigating the cause of a boy's habitual truancy, found that the boy was unable to participate happily in school activities on account of stammering. He was overly sensitive and felt that his classmates were unsympathetic. Arrangements were made for his enrollment in an Opportunity Room and special speech lessons were given him. He improved to such an extent that he later entered high school and progressed satisfactorily with the other students.

A study of case histories and statistics related to speech cor-

rection work shows that we are in need of careful research and study to aid us in our problems. The increasing interest taken by Universities in special laboratory work and experimentation in the field of speech give those of us who are engaged in public school work, hope and encouragement.

Accompanying our work in correction should be a definite program for the prevention of speech defects. It is encouraging to note that pre-school clinics are interested in this phase of preventive work. Kate Douglas Wiggin said, "In a word, solicitude for childhood is one of the signs of a growing civilization. 'To cure, is the voice of the past; to prevent, the divine whisper of today.'"

PERSUASIVE METHODS IN THE LINCOLN-DOUGLAS DEBATES

MARVIN G. BAUER
Iowa State College

THE Lincoln-Douglas debates, more than any other debates in American history, afford an opportunity to observe two seasoned politicians influencing, by the spoken word, large masses of Americans. They are unique not only in the unbounded interest taken in them at the time, which was indicated by the thousands of people who attended them in person and the nation-wide discussion of them, but unique in the handling of one of the most serious problems ever to claim the attention of Americans. One finds in them, as nowhere else, a directness, a spontaneity, and an adaptability to typical Western audiences.

When we look at the debates from the point of view of persuasion, we find that the speakers did not place emphasis on argument as a persuasive method. The proportion of argumentative means to other methods of persuasion is small. We cannot point to the debates as great arguments in American history. In none of the speeches is the argument comparable, for instance, to that found in Webster's *Reply to Hayne*. There is more of the English freedom, wit, and adaptability in the debates than rigid and set argument.

The persuasive methods used are those commonly resorted to

by politicians. The ethical and emotional means predominate. Personalities were indulged in, and all manner of political slanders were introduced. The prejudices and sentiments of the people were utilized, and their emotions were aroused. Throughout the debates, each speaker was sparring for political advantage, and therefore was primarily interested in the reactions of the audience to whatever was brought forth, either by himself or by his opponent. This resulted in a close speaker-audience relation, and a spontaneous adjustment of speech material to the ideas expressed by the opponent and to the conditions arising from the occasion.

Persuasion, if we follow Aristotle's treatment of the subject, is effected in three different ways. "Persuasion is achieved by the speaker's personal character when the speech is so spoken as to make us think him credible. . . . Secondly, persuasion may come through the hearers, when the speech stirs their emotions. . . . Thirdly, persuasion is effected through the speech itself when we have proved a truth or an apparent truth by means of the persuasive arguments suitable to the case in question."[1] These three modes are not as individual or separate as the classification might lead one to believe. They are bound up together, and at times cannot be separated. For instance, a speaker's attempt to make himself appear credible might arouse strong emotion in the hearers, or his very arguments might establish his character or arouse emotion. But even though these means of persuasion are closely knit together, a discussion of the subject will be materially aided if we examine each division separately. In this paper, then, only the first means of motivating an audience will be considered. And 'ethical'[2] persuasion will be taken to mean an attempt on the part of the speaker to influence his audience by inspiring confidence in his character.[3] In the Lincoln-Douglas debates this method was used in two different ways, which might be thought of as positive and negative. When one of the speakers talks about himself with the purpose of inspiring confidence in his character, that method

[1] Rhetoric, 1356a, tr. by W. Rhys Roberts.

[2] This term is used by Jebb in his translation of the Rhetoric to denote the first means of persuasion, and will be used as such in this paper.

[3] It is impossible to point out all of the ethical element in the relation of these two speakers to their audience. This study is concerned with ethical persuasion only in so far as it was a part of the persuasive plan of the speakers.

may be thought of as positive ethical persuasion; but when the speaker attempts to destroy the character of his opponent, and thereby indirectly to establish his own, that may be thought of as negative ethical persuasion.

Let us follow Douglas's use of positive ethical persuasion throughout the debates, and notice what he said to establish his character. He well realized that his character was one of his most effective means of persuasion, and he therefore constantly attempted to establish it. In these speeches, he relied principally upon five topics to make the audience think him credible. First of all, he expressed a desire to address himself to the sober judgment of the audience.

> My friends, silence will be more acceptable to me in the discussion of these questions than applause. I desire to address myself to your judgment, your understanding, and your consciences, and not to your passions or your enthusiasm.[4]

Only twice does this topic appear in the debates. The above words were spoken to the Republican audience at Ottawa, after Douglas, while giving the history of the Whig party, had been interrupted early in his speech by "loud and long-continued applause." As Douglas arose to address the Democratic audience at Quincy, he was greeted with tremendous applause. In his opening remarks he asked for silence, and then uttered practically the same words as are quoted above. Apparently he wished to appear in the best light possible, both to opponents and to supporters, and, in each case, relied on the same topic to establish his character. In the course of the debates, however, Douglas did address himself to the passions of his audience.

A second topic which Douglas took delight in emphasizing was his willingness to avow his principles to everyone. Hear him:

> My principles are the same everywhere. I can proclaim them alike in the North, the South, the East and the West. My principles will apply wherever the Constitution prevails and the American flag waves.[5]

This claim to virtue was made, in contrast to a charge that

[4] Abraham Lincoln: Complete Works, vol. 1, p. 278.
[5] Abraham Lincoln: Complete Works, vol. 1, pp. 280-281.

Lincoln would not proclaim his principles openly, at Ottawa, Jonesboro, Galesburg and Alton, . . . in other words, to Republican, Democratic, and 'doubtful' audiences. This means of persuasion, also, was used both for friendly and unfriendly audiences.

Douglas had a long public record behind him, and parts of it were energetically assailed by Lincoln. Especially was this the case in the Charleston debate. Douglas entered into a complicated defense; but he also resorted to the use of ethical persuasion. His method of establishing his character is well embodied in these words:

> My friends, you see that the object clearly is to conduct the canvass on personal matters, and hunt me down with charges that are proven to be false by the public records of the country. I am willing to throw open my whole public and private life to the inspection of any man, or all men who desire to investigate it. Having resided among you twenty-five years, during nearly the whole of which time a public man, exposed to more assaults, perhaps more abuse, than any man living of my age, or who ever did live, and having survived it all and still commanded your confidence, I am willing to trust to your knowledge of me and my public conduct without making any more defense against these assaults.[6]

This topic appears only in the Charleston debate, but it must be remembered that in this debate Lincoln devoted his entire first speech to a savage attack on Douglas's political action in the Lecompton Constitution embroglio in Congress. His charge was "that there was a plot entered into to have a constitution formed for Kansas, and put in force, without giving the people an opportunity to vote upon it, and that Mr. Douglas was in the plot."[7] Such action was in direct opposition to Douglas's principle of popular sovereignty, and therefore, if he were convicted of not living up to his great principle, much of his ethical persuasiveness would be lost. Lincoln, if we may judge from the cheers, applause, and laughter recorded in the stenographic report of the debate, made a profound impression on the audience. Douglas realized this, of course, and in his attempt to off-set the effect, very wisely included in his plan this assumption of moral integrity.

[6] Complete Works, vol. 1, p. 397.
[7] Ibid., vol. 1, p. 371.

Douglas used still another method to establish his character. He frequently referred to the political battles he had fought and won. A typical example is one of his references to his stand in the heated Congressional controversy over the admission of Kansas into the Union.

> And I can appeal to all men, friends and foes, Democrats and Republicans, Northern men and Southern men, that during the whole of that fight I carried the banner of popular sovereignty aloft, and never allowed it to trail in the dust, or lowered my flag until victory perched upon our arms.[8]

To the strongly Republican audiences at Ottawa, Freeport, and Galesburg; and at Alton, to the doubtful, but last-addressed audience in the debates, Douglas directed the attention to his political victories, and after each passage such as the one quoted above, loud cheers were given. Reference to a vindicated public career would get as many votes from an unfriendly audience as any argument he might use.

The fifth topic in Douglas's persuasive scheme was an emphasis of his strict adherence to the law of the land. Lincoln was opposed to the Dred Scott decision, but not so Douglas.

> I say to you, with all due respect, that I choose to abide by the decisions of the Supreme Court as they are pronounced. It is not for me to inquire, after a decision is made, whether I like it in all the points or not . . . I take the decisions of the Supreme Court as the law of the land, and I intend to obey them as such.[9]

Douglas used this method at Jonesboro, Galesburg, and Quincy. He did so, because Lincoln would not accept the decision handed down by the Supreme Court in the Dred Scott case as a political principle. The decision held that subject to the Constitution of the United States, neither Congress nor a territorial legislature could exclude slavery from any United States territory. This was in direct opposition to the central idea of the Republican party, so Lincoln and his followers refused to be bound by it as a political rule. This situation afforded a fine opportunity for Doug-

[8] Complete Works, vol. 1, p. 428.
[9] Ibid., vol. 1, p. 473.

las to claim a virtue, which, in reality, he did not possess in any greater degree than Lincoln.

These, then, are the principal topics which Douglas used in establishing his character—he wished to address himself to the judgment of his audience, he was a man of principles, of principles which he avowed far and wide, he was a man with a public record which anyone might inspect, he had always been the victor in his political battles because he had been in the right, and he was a law-abiding citizen, a defender of the Constitution, and a supporter of the laws of the land. How like the politician of today!

But this was not enough. Douglas made extensive use of negative ethical persuasion. He spent a great amount of time in an attempt to destroy the effect of Lincoln's character, in order that his own might appear all the more credible. And one of his methods was to make use of the topic of depreciation. The attitude he took towards Lincoln is indicated by such expressions:

> I ask Abraham Lincoln to answer these questions, in order that when I trot him down to lower Egypt, I may put the same questions to him.[10]

> I trust now that Mr. Lincoln will deem himself answered on his four points. He racked his brain so much in devising these four questions that he exhausted himself, and had not strength enough to invent the others.[11]

In all seven debates, Douglas made use of this topic, but particularly in the beginning debate [12] and the next one at Freeport. As soon as their third meeting, much of this attitude of Douglas had worn away, for Lincoln proved to be too formidable an opponent to be treated with discourtesy. In this respect, the relation of one speaker to the other changed materially, and the change is reflected in the persuasive method.

[10] Complete Works, vol. 1, p. 280.

[11] Ibid., vol. 1, p. 318.

[12] In this debate, Douglas made many derogatory references to Lincoln's early life. Among them one notes that Lincoln was formerly "a flourishing grocery-keeper," that he "could ruin more liquor than all the boys of the town together," that he could preside with dignity at a horse-race or fist-fight, and that after his term in Congress he was obliged to retire into private life, forgotten by his former friends." Lincoln referred to these remarks as "little follies"; nevertheless, he took time to show that they were misrepresentations.

A statement of the other means Douglas used to vitiate Lincoln's character will be sufficient. In the opening debate, he accused Lincoln of a corrupt political bargain, and referred to this topic throughout the entire course of the debates. He also accused Lincoln of being a detested Abolitionist, and in every debate made a prominent display of the idea. Another accusation, made in three of the debates (Ottawa, Freeport and Alton), was that Lincoln was unpatriotic, for, in the words of Douglas, "Whilst in Congress, he distinguished himself by his opposition to the Mexican war, taking the side of the common enemy against his own country.[13] Because Lincoln opposed the Dred Scott Decision, Douglas, at Jonesboro, Galesburg, and Quincy, drew the unwarranted conclusion that Lincoln was opposed to all the laws of the land and would probably resort to mob rule to gain his own ends whenever a law did not please him. Douglas furthermore made the accusation (at Ottawa and Jonesboro) that Lincoln did not proclaim his principles; but curiously enough went on at great length in the Jonesboro, Charleston, Galesburg and Quincy debates, in an attempt to show that Lincoln changed his principles. In every debate, Douglas accused Lincoln of not answering questions and of dodging the main issues.

One is somewhat surprised at the large amount of time Douglas devoted to these topics, and at the emphasis he gave them. Although Lincoln rather successfully refuted them, Douglas went right on to the very end making the same charges, in the same way. Sometimes an effective answer was difficult, for Douglas often did not take the responsibility of putting his charges in a definite form, but made a general reference to them.

Just how effective were these methods Douglas used to destroy the effect of Lincoln's character in order that his own, by way of contrast, might appear all the more credible, it is impossible to say. Some evidence of the fact that they were not wholly successful in the Republican audiences, is recorded in the reports of the debates. Such expressions from the audience as "Well, what of it?," "Good, good, and cheers," "What have you to say against it?," "Good for Lincoln," etc. indicate disapproval of Douglas's charges. On the other hand, however, expressions from the same audience, and especially from Democratic audiences, such as

[13] Complete Works, vol. 1, p. 281.

"Hurrah for Douglas," "That's right," "He can't answer it," "Hit him again" indicate a delight at the attack on Lincoln. The persuasive plan Douglas had in mind, however, is clear enough, even though we cannot measure its success.

Now let us examine Lincoln's use of ethical persuasion in the debates. The positive element is small, indeed. In his speeches at Ottawa and Freeport he called attention to the fact that he wished to appear to be fair and honorable in the debates. His attitude is well expressed in these words:

> I hope to deal in all things fairly with Judge Douglas, and with the people of the State, in this contest. And if I should never be elected to any office, I trust I may go down with no stain of falsehood upon my reputation, notwithstanding the hard opinions Judge Douglas chooses to entertain of me.[14]

This topic of fairness was used both times in answer to the charge that he endeavored to get votes in one part of the state with one set of principles and in another part of the state with a different set of principles. This same persuasive topic is, of course, used by most of the politicians today.

Once—at Ottawa—he expressed a reliance on the soundness of the evidence he had presented to the audience. He gave the impression that he had drawn his conclusion from the facts in case, and that he wished to center the discussion on the evidence. He said:

> I want to call your attention to a little discussion on that branch of the case, and the evidence which brought my mind to the conclusion which I expressed as my belief. If, in arraying that evidence, I had stated anything which was false or erroneous, it needed but that Judge Douglas should point it out and I would have taken it back with all the kindness in the world. I do not deal in that way. If I have brought forward anything not a fact, if he will point it out, it will not even ruffle me to take it back.[15]

Douglas had objected to the charge Lincoln had made, but did not discuss the evidence presented in support of the charge.

Another topic which probably added to Lincoln's persuasiveness was his readiness to have his printed speeches inspected by

[14] Complete Works, vol. 1, p. 331.
[15] Ibid., vol. 1, p. 294.

the audience or by Judge Douglas himself. His reliance may be illustrated by the following:

> The judge has again addressed himself to the Abolition tendencies of a speech of mine, made at Springfield in June last . . . I trust that nearly all of this intelligent audience have read that speech. If you have, I may venture to leave it to you to inspect it closely, and see whether it contains any of those "bugaboos" which frighten Judge Douglas.[16]

This method was used in the Freeport, Charleston, Galesburg, and Quincy debates.

Probably the most effective element in Lincoln's positive ethical persuasiveness was his change in attitude toward Douglas. One can plainly notice Lincoln grow in power and in confidence as the debates progressed. This is the new Lincoln by the time he had reached the sixth debate:

> I am not a very daring man, but I dared that much, judge, and I am not much scared about it yet.[17]

> As soon as I learned that Judge Douglas was disposed to treat me in this way,[18] I signified in one of my speeches that I should be driven to draw upon whatever of humble resources I might have . . . to adopt a new course with him. I was not entirely sure that I should be able to hold my own with him, but I at least had the purpose made to do as well as I could upon him; and now I say that I will not be the first to cry "Hold!" I think it originated with the judge, and when he quits, I probably will. But I shall not ask any favors at all.[19]

Lincoln made a much more extensive used of negative ethical persuasion, than of positive. In fact, he devoted as much time to attacks on Douglas as Douglas spent in attacking him. The methods he used are about the same as those used by Douglas, and in some cases were carried to the same excess. For instance, at

[16] Complete Works, vol. 1, p. 331.

[17] Ibid, vol. 1, p. 461.

[18] That is, charge him with political scandals. The specific charge referred to was that Lincoln "was trying to cheat the public, and get votes upon one set of principles at one place and upon another set of principles at another place."

[19] Complete Works, vol. 1, p. 462.

Charleston, as has already been pointed out, instead of discussing the leading topics of the day, he devoted practically all of his first speech in charging Douglas with a corrupt political action. In five of the debates (Ottawa, Jonesboro, Galesburg, Quincy, and Alton) he accused Douglas of moral obtuseness on the issue of slavery. "He is blowing out the moral lights around us," Lincoln said to the Republicans at Galesburg. Twice in the debate at Charleston, he made the point that Douglas was tricky in answering arguments. In all of the debates, except the one at Freeport, he complained that Douglas had misrepresented him. He charged Douglas, in every debate except the one held at Alton, with a conspiracy to nationalize slavery. This charge was made at the very beginning of the campaign, and was repeated until the very end. At Jonesboro, he charged Douglas with shifting his ground. And in four of the debates, (Jonesboro, Charleston, Galesburg, and Quincy), he brought forth charges of political bargains, forgery, and conspiracy in much the same way as Douglas brought forth charges against him. In Lincoln's persuasive plan, the attempt to destroy his opponent's character and thereby establish his own through the contrast plays as important part as it does in the plan of Douglas.

In comparing the use these two speakers made of ethical persuasion, one cannot but notice how much more Douglas relied on the positive element than did Lincoln. He was the leader of the Democratic party, and probably the best-known man in America. This political fame he did not fail to utilize, for he realized that it would get as many votes as any argument he could use. Lincoln, on the other hand, was quite handicapped in this respect. He had no national fame nor glory to which he could refer. His only claim to character lay in his devotion to a cause—in his adherence to the principles of the Republican party. He wished to be fair and honorable in the contest, he could stand by everything he had said, and he was willing to be judged on the ideas he had expressed. For his ethical persuasiveness, he relied not so much on direct attempts to make himself appear credible as he did on giving effective answers to Douglas's arguments. In other words, he did not direct the attention of the audience to his own character to the extent that Douglas did. For the immediate audiences, Douglas's use of positive ethical persuasion was probably the more effective. The cheers,

hurrahs, applause, and sympathetic remarks recorded in the stenographic reports indicate that he met with a more hearty response from his hearers than did Lincoln.

Lincoln probably had the better of Douglas, however, in the use of negative ethical persuasion. He was more thorough and extensive in the presentation of his charges. He went into greater detail, was more specific, and more insistent. Thus, at this far-removed time, one gains the impression that, on the whole, he had a sounder basis for his charges than did Douglas.

From the point of view of the audience, the ethical means of persuasion were probably the most effective. After the debates, the emotions aroused somewhat subsided and many of the arguments were forgotten. But the impression of the men as candidates for the United States Senate remained. Both Lincoln and Douglas were sufficiently experienced politicians to realize the importance of the ethical element, and therefore gave it such a prominent place in their persuasive plans.

A BIBLIOGRAPHICAL INTRODUCTION TO GRADUATE WORK IN SPEECH*

J. M. O'NEILL
University of Wisconsin

I. GENERAL.

A. *Books.*

J. M. O'Neill and A. T. Weaver, *The Elements of Speech*, Longmans, Green and Company, New York, 1926.

C. H. Woolbert and A. T. Weaver, *Better Speech*, Harcourt, Brace, New York, 1922.

C. H. Woolbert, *The Fundamentals of Speech*, Harpers, New York, 1920.

A. M. Drummond, *Public Speaking and Speech Training for Secondary Schools*, Century, New York, 1925.

*This is the fourth in a series of brief bibliographies for beginners. The first one, on speech correction, appeared in February, 1924; the second, on classical rhetoric, in June, 1926; the third, on American oratory, in November, 1926. The former bibliographies have confined themselves to a single phase of the work in speech; this one represents the organization of material presented to beginners in graduate work in course 200 of the Department of Speech in the University of Wisconsin in the summer session of 1926.

B. *Articles.*

J. M. O'Neill, *Objectives in Speech Education*, Educational Review, December 1923.

J. M. O'Neill, *The Professional Outlook*, Quarterly Journal of Speech Education; Volume 2, p. 52.

J. M. O'Neill, *Aims and Standards in Speech Education*, Quarterly Journal of Speech Education, Volume 3, p. 345.

C. H. Woolbert, *Organization of Department of Speech Science in Universities.* Quarterly Journal of Speech Education. Volume 2, p. 64.

C. H. Woolbert, *Speech Training as an Academic Discipline.* Quarterly Journal of Speech Education, February 1923.

John P. Ryan, *Recent Tendencies in the Teaching of Public Speaking in Colleges*, English Journal, Volume 8, p. 90.

W. J. Farma, *The Place of Speech Training in Progressive Education*, American Speech, June, 1926.

Report of Committee on Place and Function of English in American Life, English Journal. Volume 15, Number 2, February, 1926.

O. J. Campbell, *The Value of the Ph. D. to Teachers of English*, English Journal. Volume 15, Number 3, March, 1926.

II. RHETORIC AND PUBLIC SPEAKING.

A. *Books*

Aristotle, *Rhetoric*, Translated by R. C. Jebb, Cambridge University Press, Cambridge, 1909.

Or Translated by W. R. Roberts, Oxford University Press, Oxford, 1924.

Cicero, *De Oratore*, Translated by J. S. Watson, Bohn Classical Library, George Bell & Sons, London, 1909.

Quintilian, *Institutio Oratoria*, Translated by H. E. Butler, Loeb Series, Putnam & Sons, N. Y., 1922.

Longinus, *On the Sublime*, Translated by H. L. Havell, Macmillan, New York, 1890.

Demetrius, *On Style. (De Elocutione)* Translated by W. R. Roberts, Cambridge University Press, Cambridge, 1902.

Dionysius of Halicarnassus, *On Literary Composition (De Compositione Verborum)* Translated by W. R. Roberts, Macmillan, London, 1910.

Hugh Blair, *Lectures on Rhetoric and Belles Lettres*, J. Dick and Company, Edinburgh, 1820.

R. Whately, *The Elements of Rhetoric*, 1846. Various re prints available.

J. Q. Adams, *Lectures on Rhetoric and Oratory*, Hilliard and Metcalf, Cambridge, 1810.

E. T. Channing, *Lectures on Rhetoric and Oratory*, Ticknor and Fields, Boston, 1856.

George Campbell, *Philosophy of Rhetoric*, (1776) Harper and Brothers, New York, 1877.

John Bascom, *Philosophy of Rhetoric*, Crosby and Ainsworth, Boston, 1866.

Brewster, *Representative Essays on the Theory of Style*. Macmillan, New York, 1913.

Lane Cooper, *Theories of Style*, Macmillan, N. Y. 1907.

J. Middleton Murry, *The Problems of Style*, Oxford University Press, Oxford, 1922.

C. S. Baldwin, *Ancient Rhetoric and Poetic*, Macmillan. New York, 1924.

J. A. Winans, (in honor of) *Studies in Rhetoric and Public Speaking*, by pupils and colleagues, The Century Company, New York, 1925.

J. A. Winans, *Public Speaking*, Century Co., New York.

O'Neill, Laycock, and Scales, *Argumentation and Debate*, Macmillan, New York, 1917.

Baker and Huntington, *The Principles of Argumentation*, New Edition, Ginn and Company, New York, 1925.

J. M. O'Neill, *Models of Speech Composition*, Century Company, New York, 1921.

R. W. West, *Purposive Speaking*, Macmillan, N. Y. 1924.

B. *Articles.*

Paul Shorey, *What Teachers of Speech May Learn From The Theory and Practice of the Greeks*, Quarterly Journal of Speech Education, Volume 8, Number 2, April 1922.

W. E. Utterback, *Aristotle's Contribution to the Psychology of Argument*, Quarterly Journal of Speech Education, Volume 9, Number 3, June 1925.

H. H. Hudson, *Rhetoric and Poetry*, Quarterly Journal of Speech Education, Volume 10, Number 2, April 1924.

C. S. Baldwin, *Rhetoric*, in the Encyclopedia of Education.

R. C. Jebb, *Rhetoric*, in the Encyclopedia Britannica.

E. L. Hunt, *An Introduction to Classical Rhetoric*, A Brief Bibliography, Quarterly Journal of Speech Education, Volume 12, Number 3, June 1926.

C. *Theses and Reports.*

J. F. McGrew, *A Study of the Treatment of Speech Composition by English Writers from Cox to Whately*. A. M. Thesis, Wisconsin, 1926, in University of Wisconsin Library.

Gladys Borchers, *A Study of Oral Style*, (in preparation) Ph. D. Thesis, Wisconsin.

M. Lucile Welty, *The Place of Oratory in the Field of Fine Arts*. A. M. Thesis, University of Wisconsin 1926, in University of Wisconsin Library.

Hazel Louise Brown, *The Extemporary Speech in Antiquity.* The Banta Company, Menasha, Wisconsin, 1914.

Mary A. Grant, *The Ancient Rhetorical Theories of the Laughable—The Greek Rhetoricians and Cicero.* University of Wisconsin, Studies in Language and Literature, Madison, 1924.

Izora Scott, *Controversies over the Imitation of Cicero,* Teachers College, Columbia University, New York, 1910.

III. INTERPRETATION—READING.

A. *Books.*

J. B. Kerfoot, *How to Read,* Houghton Mifflin Company, New York, 1916.

S. S. Curry, *The Province of Expression,* Expression Company, Boston, 1891.

R. L. Lyman, *The Mind at Work,* Scott Foresman Company, Chicago, 1924.

H. L. Langfeld, *The Esthetic Attitude,* Harcourt, Brace, and Company, New York, 1920.

Gertrude E. Johnson, *Modern Literature for Oral Interpretation,* The Century Company, New York, 1920.

S. H. Clark, *The Interpretation of the Printed Page,* Row, Peterson Company, Chicago, 1915.

L. E. Bassett, *Handbook of Oral Reading,* Houghton Mifflin, New York, 1917.

B. *Articles.*

H. V. Rubleu, *Experiment in Testing Appreciation,* English Journal, Volume 15, Number 3, March, 1926.

G. W. Gray, *Problems in the Teaching of Gesture,* Journal of Speech Education, Volume 10, Number 3.

C. H. Woolbert, *Theories of Expression—Some Criticisms,* Quarterly Journal of Speech Education, Volume 1, p. 1.

Gertrude E. Johnson, *Literature and Vocal Expression,* English Journal, Volume 3, p. 544.

Ralph B. Dennis, *One Imperative Plus,* Quarterly Journal of Speech Education, Volume 8, p. 219.

C. *Theses and Reports.*

Helene Wilson, *A Study of Content and Aim of Courses in Reading in Academic Institutions of the United States.* A. M. Thesis, in University of Wisconsin Library, 1926.

Mildred Havinghurst, *Respiration in Oral Reading,* A. M. thesis, in University of Wisconsin Library, 1926.

IV. DRAMATICS.

A. *Books.*

Louis Calvert, *Problems of the Actor,* Henry Holt, New York, 1918.

Stark Young, *Theatre Practice,* Charles Scribners' Sons, New York, 1926.

George Henry Lewes, *On Actors and the Art of Acting*, Henry Holt, New York, 1878.

Edward Gordon Craig, *The Theatre Advancing*, Little Brown and Company, Boston, 1919.

Arthur Kraus, *Play Production in America*, Henry Holt, New York, 1924.

Clarence Stratton, *Producing in Little Theatres*, Henry Holt, New York, 1921.

Finlay Johnson, *The Dramatic Method of Teaching*, Ginn, New York, 1912.

Elnora Curtis, *The Dramatic Instinct in Education*, Houghton Mifflin, New York, 1914.

Emma S. Fry, *Educational Dramatics*, Moffat, Yard, (Baker and Taylor), New York, 1913.

Mary P. Beegle and Jack Crawford, *Community Drama and Pageantry*, Yale University, New Haven, 1916.

Robert Withington, *English Pageantry*, Harvard University Press, Cambridge, 1920.

Sheldon Cheney, *The New Movement in the Theatre*, Kennerly, New York, 1914.

Kenneth Macgowan and Robert Edward Jones, *Continental Stageraft*, Harcourt, Brace, New York, 1922.

Kenneth Macgowan, *The Theatre of Tomorrow*, Boni, Liveright, New York, 1921.

Hiram K. Moderwell, *The Theatre of Today*, Dodd, Mead Company, New York, 1923.

Karl Mantzius, *History of Theatrical Art in Ancient and Modern Times*, 6 volumes. Lippincott, Philadelphia, 1903-1909.

Arthur E. Haigh, *The Attic Theatre*, Oxford University Press, 1907.

R. J. Broadbert, *The History of Pantomime*, Simpkin, London, 1901.

E. K. Chambers, *The Elizabethan Stage*, Oxford University Press, Oxford, 1923.

E. K. Chambers, *The Medieval Stage*, Oxford University Press, Oxford, 1903.

Arthur Hornblow, *A History of the Theatre in America*, 2 volumes, Lippincott, Philadelphia, 1919.

Oliver Sayler, *Our American Theatre*, Brentano, New York, 1924.

Oliver Sayler, *The Russian Theatre*, Brentano, New York.

Ashley H. Thorndike, *Shakespeare's Theatre*, Macmillan, New York, 1916.

B. *Articles.*

Lucille Welty, *Drama in the American High School*, Players Magazine, Volume 2, Number 3.

G. F. Reynolds, *Drama and the University*, Players Magazine, Volume 2, Number 4.

V. Psychology of Speech.

A. *Books.*

W. D. Scott, *The Psychology of Public Speaking*, Hinds, Hayden, and Eldridge, New York, 1907.

F. H. Allport, *Social Psychology*, Houghton Mifflin, New York, 1924.

J. B. Kerfoot, *How to Read*, Houghton Mifflin, New York. 1916.

R. L. Lyman, *Mind at Work*, Scott, Foresman and Company, Chicago, 1924.

B. *Articles.*

C. H. Woolbert, *A Behavioristic Account of Intellect and Emotion*, Psychological Review, Volume 31, Number 4, July 1924.

C. S. Templer, *The Psychology of the Theatre Audience.* Players Magazine, Volumes 1 and 2.

C. H. Woolbert, *Effects of Various Modes of Reading*, Journal of Applied Psychology. June-September, 1920.

J. R. Kaiser, *The Psychology of the Thrill*, Pedagogical Seminary, Volume 27, 1920, p. 243.

C. Landis, *Studies of Emotional Reaction—General Behavior and Facial Expression*, Journal of Comparative Psychology, Volume 4, 1924, p. 447.

C. *Theses and Reports.*

A. T. Weaver, *Experimental Studies in Vocal Expression*, Ph. D. Thesis. Journal of Applied Psychology, Volume 8. Numbers 1 and 2. March and June, 1924.

VI. Speech Disorders.

A. *Books.*

Alfred Appelt, *Stammering and Its Cure*, Chicago Medical Book Company, Chicago, 1920.

Borden and Busse, *Speech Correction*, Crofts, New York, 1925.

Smiley and Margaret Gray Blanton, *Speech Training for Children*, The Century Company, New York, 1919.

Ward, *Defects of Speech*, Dutton, New York, 1923.

R. W. West, *The Diagnosis of Speech Disorders*, H. C. Netherwood Company, Madison, 1926.

B. *Articles.*

A. A. Brill, *Speech Disturbances in Nervous and Mental Diseases.* Quarterly Journal of Speech Education, April 1923.

S. M. Stinchfield, *The Speech of 500 Freshman College Women.* Journal of Applied Psychology, June, 1925.

M. F. Gifford, *Disorders and Defects of Speech*, Archives of Pediatrics, May, 1920.

M. M. Nice, *Ambidexterity and Delayed Speech Development*, Pedagogical Seminary, June 1919.

Smiley Blanton, *Stuttering*, Studies in Rhetoric and Public Speaking, Century, New York, 1925.

W. J. Farma, *Speech Disorders and the Teaching of Speech*, Quarterly Journal of Speech Education. Volume 12. Number 3, June 1926.

C. *Theses and Reports.*

Robbins, *Plethysmographic Study of Shock and Stammering*, American Journal of Physiology, April 1919.

S. M. Stinchfield, *The Formulation and Standardization of a Series of Graded Speech Tests*, Ph. D. Thesis, 1922. The Psychological Monograph Series, Volume 33, Number 2, 1923.

Harriet E. Grim, *Study of the Sense of Rhythm with Particular Reference to the Rhythm Sense of Stutterers.* M. A. thesis, 1926, University of Wisconsin Library.

Lewis O. Anderson, *Stuttering and Allied Disorders*, Comparative Psychology Monographs, Volume 1, Serial Number 4, March 1923.

VII. VOICE.

A. *Books.*

James Rush, *The Philosophy of the Human Voice*, Lippincott, Philadelphia, 1833.

Wesley Mills, *Voice Production in Singing and Speaking*, Lippincott, Philadelphia, 1906.

W. A. Aikin, *The Voice*, Longmans, Green, and Company. New York, 1910.

B. *Articles.*

C. B. Bradley, *A Method of Plotting the Inflections of the Voice*, Science, 1916, Volume 44.

C. MacMahon, *Voice and Speech*, British Medical Journal 1916, Number 2920, p. 839.

G. H. Maknen, *On the Relation of the Faculty of Hearing to the Faculty of Speech*, Laryngoscope, January, 1909, p. 1.

E. L. Gatewood, *The Vocality of Fork, Violin, and Piano Tones*, American Journal of Psychology, 1920. Volume 31, p. 194.

G. N. Merry, *Accessory Sinuses and Head Resonance.* Quarterly Journal of Speech Education, July 1917, p. 275.

C. *Theses and Reports.*

R. W. West, *The Nature of Vocal Sounds*, Ph. D. thesis, in University of Wisconsin Library, 1926.

G. N. Merry, *Voice Inflection in Speech*, Psychological Monograph. Volume 31, Number 1, 1922.

F. L. D. Holmes, *An Analysis of Vowel Quality in Five Voices*, M. A. Thesis, in university of Wisconsin Library, 1925.

VIII. PHONETICS.

A. *Books.*

G. P. Krapp, *The English Language in America*, Century Company, New York, 1925.

G. P. Krapp, *Standard English Pronunciation in America*, Oxford University Press, New York, 1919.

Walter Ripman, *The Sounds of Spoken English and Specimens of English*, E. P. Dutton and Company, New York, 1920.

H. C. Wyld, *A Short History of English*, John Murray, London, 1914.

Daniel Jones, *English Pronouncing Dictionary*, E. P. Dutton and Company, New York, 1922.

Daniel Jones, *An Outline of English Phonetics*, E. P. Dutton and Company, New York, 1922.

E. W. Scripture, *The Elements of Experimental Phonetics*, Yale University Press, New Haven, 1902.

E. W. Scripture, *Researches in Experimental Phonetics; The Study of Speech Curves*, Carnegie Institute Press, Pittsburgh, 1906.

B. *Articles.*

Wm. Tilly, *The Problem of Pronunciation*, in Speech Training for Secondary Schools, by A. M. Drummond, p. 87. Century Company, New York, 1925.

Phonetics, in the New International Encyclopedia.

Phonetics, in Nelson's Encyclopedia.

Phonetics, in Encyclopedia Britannica.

IX. TEACHING SPEECH TO THE DEAF.

A. *Books.*

James Kerr Love, *Deaf Mutism*, Maclehose, Glasgow, 1896.

Arnold, *Education of the Deaf*, Revised by A. Farrar, (The National College of Teachers of the Deaf, London), 1923. The Volta Bureau, 1601-35th St., N. W., Washington, D. C.

Harry Best, *The Deaf*, Thomas Crowell Company, New York, 1914.

Caroline A. Yale, *Formation and Development of Elementary English Sounds.* Clarke School, Northampton, Mass., 1914.

Alexander Graham Bell, *Mechanism of Speech*, Funk and Wagnals, New York and London, 1916.

David Greene, *Manual of Articulation Teaching*, Institution for the Improved Instruction of Deaf Mutes, New York, 1894.

James Kerr Love, *The Deaf Child*, Wm. Wood, New York, 1911.

J. Heidsiek, *Der Taubstumme und Seine Sprache*, Breslau, 1889.

B. *Articles.*

Speech Work in the Pennsylvania Institution, American Annals of the Deaf, September 1907, Volume 52. Number 4.

Edith M. Buell, *Word Pictures*, Volta Review, June 1926.

Arthur Gates, *An Experimental Study of Teaching the Deaf to Read*, Columbia University. Volta Review, June 1926.

Percival Hall, *Education of the Deaf*. Washington Government Printing Office, 1921, Bulletin 1921, Number 14, Department of Interior.

C. *Theses and Reports.*

Report of First Summer Meeting of the American Association for the Promotion of the Teaching of Speech to the Deaf, Volta Bureau, Washington, D. C.

Report of the Second Meeting.

Report of the Seventh Meeting.

Report of the Ninth Meeting, Volta Review, November 1912.

Report of the Eleventh Meeting, Volta Review, January 1925.

X. PERIODICALS.

The Quarterly Journal of Speech Education, Official Organ of the National Association of Teachers of Speech. H. L. Ewbank, Bus. Mgr., Albion, Michigan.

The Educational Review, (Monthly July to August) Doubleday Page & Company, Garden City, N. Y.

The English Journal, (Monthly September to June) University of Chicago Press, Chicago, Illinois.

Pedagogical Seminary, (Quarterly) 950 Main Street, Worcester, Mass.

Journal of Applied Psychology, (Quarterly) Williams and Wilkins Co., Baltimore, Md.

Psychological Monograph, (Irregular) Psychological Review Company, Princeton, N. J.

Journal of Experimental Psychology, (Bi-monthly) Psychological Review Company, Princeton, N. J.

Journal of Abnormal and Social Psychology, (Quarterly), Boyd Printing and Publishing Co., Albany, N. Y.

Scientific Monthly, Science Press, Lancaster, Pa.

Psychological Review, (Bi-monthly) Psychological Review Company, Princeton, N. J.

The Laryngoscope, (Monthly) The Laryngoscope Co., 3858 Westminster Place, St. Louis, Mo.

British Journal of Laryngology and Otology, (Monthly) Oliver & Boyd, Tweeddale Court, Edinburgh, Scotland.

Oralism and Auralism, (Quarterly) The Laryngoscope Co., St. Louis, Mo.

Volta Review (Monthly) Volta Bureau, Volta Place, 1601 35th Street, Washington, D. C.

Mental Hygiene (Quarterly) National Com. Mental Hygiene, 370-7th Avenue, New York, N. Y.

American Speech. (Monthly) Williams & Wilkins Co., Baltimore, Md.

The Annals of the Deaf (Bi-monthly) Same as Volta Review.

Players' Magazine, (Quarterly) 1446 College Ave., Racine, Wis.

Drama, (Monthly) 59 E. Van Buren, Chicago, Illinois.

Theatre Arts Monthly, 7 E. 42nd Street, New York, N. Y.

Billboard, Billboard Publishing Co., Cincinnati, Ohio. (Weekly).

Theatre Magazine, (Monthly) 2 W. 45th Street, New York, N. Y.

The Play List, (Monthly) Little Theatre Service of the New York Drama League, 29 W. 47th Street, New York, N. Y.

Drama League Calendar (Monthly) 29 W. 47th Street, New York, N. Y.

EDITORIAL

When James Bryce visited a small western town he expressed surprise that four newspapers should be published there. "How can so small a town support so many newspapers?" he asked. "It takes four newspapers to support the town," was the reply. When James Milton O'Neill undertook the first editorship of THE QUARTERLY JOURNAL OF PUBLIC SPEAKING it was doubtful whether or not a journal could be supported by our ASSOCIATION; but it was equally doubtful whether the ASSOCIATION could exist without the support of a journal. During the six years of his able editorship Professor O'Neill stimulated both scholarship and controversy. His leadership in the JOURNAL gave unity and coherence to an educational movement that in the beginning seemed to have a confused sense of direction. Under the editorship of Professor Woolbert, the influence of THE JOURNAL grew steadily. During his incumbency the diverse interests in our field were finding and asserting themselves; each was inclined, perhaps, to regard itself of fundamental importance, or to be irritated because some other interest clearly regarded itself in that light. But by the time Professor Dolman assumed the editorship, the rival activities had pretty well established themselves, and had become less assertive. Professor Dolman added his editorial influence to a reduction of controversy and an increase of productive scholarship in many ways. He established new departments in THE JOURNAL, and devoted special issues to particular aspects of the work. It became unnecessary for each worker to labor on his wall with a sword in the hand.

The conventions of THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH have had a parallel development. At first it tested our resources to fill a three-day program for the ASSOCIATION sitting as a whole. Then came the competition of developing interests for a place on the program. These problems were solved (though not to the complete satisfaction of everybody) by an abandonment of

an established curriculum in favor of the elective principle; sectional meetings allowed a free development of each field. A member could mount a horse and ride off rapidly in all directions if he desired. Such meetings seemed to endanger our unity, just as the elective system had seemed to endanger the whole conception of a curriculum of liberal arts. But in both cases the only possible unity seems to come from a synthesis of the work of specialists who freely follow their own interests. Some of these specialists may wander far afield, but that will not lessen the value of their work. It is as difficult to delimit any field of knowledge as it is to circumscribe a street lamp on a foggy night with a circle that exactly separates light from darkness. This has become more and more apparent in our national meetings. Few, if any, members of our ASSOCIATION are now competent to discuss intelligently all the papers presented upon such a program as President Mabie prepared for us in Chicago; we cannot even tell certainly when a paper is in "our field" and when it is not. This seems to be inevitable. There was a time when many of us desired to settle the "fundamental course" before discussing the next one. It is now apparent that our elementary courses will be under constant process of revision in the light of science and scholarship; that synthesis follows after instead of directing the work of the specialists; and that ends and aims often grow out of particular investigations.

It is the function of THE QUARTERLY JOURNAL OF SPEECH EDUCATION to present the work of specialists and to aid in the synthesis of the work of specialists. It will discuss matters of taste and temperament that cannot be settled by science and scholarship—that cannot be settled at all. Problems of administration, which as necessary evils bulk so large in American education, cannot be neglected. The exchange of experience and opinion on problems of classroom procedure will always have its place, although the history of academic societies seems to indicate that pedagogical method becomes less absorbing as science and scholarship develop. Contests of one sort and another we still have with us. As long as the management of these is accepted as a part of our professional responsibility, questions of method in conducting them will furnish part of our literature. For the present, at least, the QUARTERLY JOURNAL must serve as the organ of expression for teachers from the primary grades to the graduate school; it will

attempt to do this with the conviction that as much intelligence is required upon one level of the academic hierarchy as another.

Somewhat after the fashion of the American colonies we are developing unity in an increasing diversity. THE NATIONAL ASSOCIATION has enrolled a sufficient number of able teachers, it has produced and published the evidence of sufficient scholarship and research to be regarded as established. Among ourselves, it has become evident that the whole is greater than the sum of the parts; that all gain by the development of each; that each interest can possess what it creates plus something gained from all the others.

Such, at least, is the interpretation placed upon the history of THE ASSOCIATION and THE JOURNAL by the new editor. In taking up his work he will depend upon his associate and assistant editors; upon Miss Rousseau, with her editorial experience, for events of general interest to the profession; upon Mr. Simon for advice about scientific contributions; upon the assistant editors to see that no important phase of our work is neglected. Finally, it is quite impossible to consider the problems of editing THE QUARTERLY JOURNAL OF SPEECH EDUCATION without an increased sense of obligation to the editors and managers whose thought and labor have created an organ which has contributed so much to the life of the ASSOCIATION.

THE CHICAGO CONVENTION

The program that President Mabie presented to the Chicago convention was an excellent cross-section of the ASSOCIATION'S developing interests. The rapid growth of specialization among us was evidenced by the fact that the sectional meetings were apparently as crowded with papers and discussion as were the general sessions before the expedient of sections was adopted. Some members found most pleasure in attending those meetings about which they were least informed; others followed their specialties. As no one person can have listened to half the papers presented, the problem of publication of convention material seems to be solving itself. The editor is still waiting to receive some of the manuscripts.

The eleventh convention was the first at which the attendance has passed the three hundred mark. We refuse to accept size as a

test of merit; but we do believe that in this case merit had much to do with the size. At the best of conventions, however, reading or listening to papers is not the only profitable exercise. A certain cynic, who spent the Holidays in an eastern city, published the following statement:

"Meetings of nearly all the learned bodies were held in the various cities in the week after Christmas. The results of the year's scholarly researches were presented in numberless monographs, the titles and content of which appalled non-specialists, such as newspaper reporters sent to cover the conventions. Many such observers, who had previously covered conventions of the State Wholesale Grocers' Association and the Paint, Oil, and Varnish Trades, noted many features common to them all. For instance, some dozens of delegates in the lecture room would turn into hundreds at the free luncheon offered by the home organization. And the conversation of the little groups of three and four dealt not so much with the recent achievements of research as with Help Wanted, Positions Wanted, and Salaries."

This exposure confirms our faith in the belief that, on the whole, conventions result in good jobs for good men, even when it is impossible to determine whether research is committed for the sake of a job, or a job is sought for the sake of research.

Ten years of convention-going inevitably produce a degree of mellowness. Questions that five years ago were always good for a heated argument provoked only a reminiscent smile when raised by younger members. These questions, of course, had never been settled: we do not settle our problems; we merely get over them. After a number of unanswered questions have been somehow lived through, animal faith in continued existence quiets the nerves, and the crises pass. This leads to a dangerous complacency unless it is offset by a constant recruiting of youth. But it is permissible, perhaps, to find some satisfactions in the advancing maturity of our second decade.

THE FORUM

[EDITOR'S NOTE: Letters for the FORUM should be direct and concise. They may be upon any topic in Speech Education, controversial or otherwise; but publication is not to be regarded as editorial endorsement, either as to form or as to content.]

NON-DECISION DEBATES

To the Editor of THE QUARTERLY JOURNAL OF SPEECH EDUCATION:

Dear Sir—Much has been said during the last few years against decision debating. The friends of the decision debate either have not felt it worth their while to answer these criticisms, or their answers have not been given full consideration by the profession. As proof of this neglect, I cite the arguments advanced by those who favor the non-decision or audience vote types of debate. Many of these arguments can be easily refuted; yet they are continually advanced.

A notable example of this is Professor Parrish's letter in the November issue of THE QUARTERLY JOURNAL. In his piercing style Professor Parrish exposes some of the evils of contest debating. He complains of falsification and misuse of evidence. He states that another debate coach allowed his team to build "a case that was purely an appeal to local prejudice, ignoring entirely the real significance of the question to the country at large." He concludes that "surely an open debate sponsored by university professors of Public Speaking" ought to represent an honest attempt to get at the truth on public questions. And although Professor Parrish does not openly advocate in this particular letter the non-judge debate as the logical means of reaching this elusive truth, he and many others have at other times taken exactly that stand. Now those of us who favor the judge's decision in debating agree that debating should aid the audience in approaching nearer the truth, but we are unable to see how the non-decision debate does this.

The aim of the non-decision debate, especially if an audience vote be taken, is to impress and to move the audience. What is to keep the college or high school debater from falsifying the evidence or misinterpreting statistics? Certainly an untrained audience is more easily deceived than an expert judge. What is to prevent the debater from "appealing to local prejudice" and ignoring entirely "the real significance of the question to the country at large"? (The most popular statement which I have ever heard in a college debate occurred in an "open discussion" followed by an audience vote. The speaker said that "the United States had beaten England twice and could easily do it again." The audience, largely Irish, applauded for three minutes. This debater's side won the debate.) Further, what is to prevent the speaker from imitating crudely the Oxford manner, which seems to be to spend about ten minutes of the constructive speech in making what are informally known as "wise cracks,"—witticisms which have very little to do with the actual issues, or even the question, and which have as their unexpressed object the creation of the impression that the speaker is a devil of a clever fellow.

Nor is there less temptation to the coach. A debate coach in a western university recently confessed to me that he had spent the two weeks before a debate with Oxford thinking up clever lines which his debaters could use with apparent spontaneity! No matter what the system of debate, the coach must see to it that his team makes a better impression than the other team. Remove the expert judge for a few years and the debaters will be free to present as superficial a case as can be constructed—provided it offers sufficient opportunities for appeals to prejudice, waving the flag, and witticisms. Every evil found in the decision debate can be matched by two under any other system. If you would see how many there are, make a list for yourself.

Very truly yours,

EDWIN H. PAGET,
Purdue University

THE USE OF CHARTS IN DEBATE

To the Editor of THE QUARTERLY JOURNAL OF SPEECH EDUCATION:

Dear Sir—I am writing this not so much for argument as for information and discussion. The attitude of the ASSOCIATION,

whether official or not, seems to be against the use in debate of illustrative material, such as maps, charts, and tables. In the light of the findings in modern psychology, why should this be considered illegitimate? Does the side using such material have an undue advantage over the other side? Should such material be barred from use in debating leagues or in agreements for contests between schools?

The visual is the most attention-getting and interest-creating of the senses. Barring the types of speaking represented by the faker, the mountebank, and the demagogne, it is reasonable to believe that anything that gets attention easily is legitimate in speaking. The problem of the speaker is to break down apathy and to win attention so that the minds of his hearers are open to his ideas. The chief function of a map is in exposition. Its purpose is to lay the expository framework of debate. Of course, some of this illustrative material may be argumentative, but its chief function, we insist, is in exposition.

We might make a brief foray into the field of history teaching for an analogy. The history teacher realizes the value of a map or chart. In five minutes his students have visualized all of Africa —its contour, its coast line, its location in relation to other continents. If this professor should fall back, in the absence of maps, upon his vocabulary, his command of language, his gift of oral exposition, he would find that he would need half an hour or longer to give what would be better remembered in the five-minute talk from the map.

Is not the situation substantially the same in debate? Here is an audiene from New York State, or from the tributary area of the Great Lakes. These people have come to a certain debate because they are interested in the development of the proposed Great Lakes-Saint Lawrence deep sea waterway project, which is the subject for discussion. Suppose that one of the affirmative speakers (arguing for development of the waterway) wants to impress upon his audience the fact that the mouth of the St. Lawrence is in reality only a very short distance father from Liverpool than is New York. What could do it more quickly, more easily, more understandably, than a globe, or a map laid out acording to the Mercator projection? If barred from the use of such material, it would take him some time to explain the situation, and even then

it wouldn't go over to the audience half so well. Besides, time limits are important in a debate. A debater should spend his major time in establishing his case, not in exposition necessary to his argument, which could be disposed of briefly, simply, and effectively by the use of a globe or map.

Of course, overuse or abuse of the map or chart is obnoxious, and such material should not be used as a substitute for thinking and speaking. But its persuasive appeal is great, its psychology sound, its expository value vital.

I shall welcome any discussion of this subject.

Very truly yours,

RAYMOND H. BARNARD,
Lakewood High School, Cleveland, O.

IN DEFENSE OF ORATORY

To the Editor of THE QUARTERLY JOURNAL OF SPEECH EDUCATION:

Dear Sir—In a meeting of a large Pacific Coast Forensic Association not long ago a certain instructor in Public Speaking from one of our large institutions made the following statement: "Oratory is stilted and dead. We favor as few oratorical contests and as many extempore speaking contests as possible. Sometime earlier in the Indiana state forensic association a certain department head remarked of a contesting speaker, "Oh, that man was oratorical; I am interested only in 'business speaking'." These remarks are significant of a general attitude. Many departments of speech are abandoning and discouraging almost every semblance of elevated style in speaking. Informality is the watch word; and too often communicativeness comes to mean "without emotion." Repeatedly have I heard the complaint, "That debating team won on an emotional plea! We should insist upon an intellectual level!" Said one debate coach, "Thow away all that emotional nonsense; put your argument on a purely intellectual basis and appeal to your hearers' reason!" Again, "Why all these 'don'ts' in speech training? If I find it convenient to put my hands in my pockets as I talk, why shouldn't I do it?" Yet again, "The cultural elements of public speaking (whatever that may mean) are for schools of expression; we are interested in the practical elements only. Demosthenes was a haranguer; Billy Sunday is a sensationalist; Bryan

was a fanatic. Therefore we can learn nothing from them." And so an almost *ad infinitum*.

There certainly can be no doubt that extempore speaking is very valuable and very much worth while. It is not, however, as certain that it should take the place of Oratory—or that it *could* do so. Likewise informality and reasoning are, in themselves, good things; but perhaps they do not constitute a *summum bonum* that they should crowd out every other element in speaking. Too, practicability is a very important consideration in speech work as well as in all other. Here in our school we are confronted with the problem of making everything practical to the *nth* degree. Ours is a technical institution. We have therefore been greatly interested in the wave of extempore speaking and so-called "purely intellectual" debating which is sweeping the country. We have been especially interested to note two conclusions which have reiterated themselves time after time. First, the best extempore speakers obtainable are invariably persons who have had thorough training and much experience in the writing and delivering of formal orations. And second, the so-called "intellectual level" is usually the level of ineffectiveness.

In most of the "informal speaking" which has come to our notice the term "informal" is merely a catch phrase to denote carelessness. A speaker stands awkwardly (easily), and buries his hands in his pockets, i. e. he assumes the informal attitude. Invariably his intellectual thumbs in harmony with his physical condition find their way into his vestpockets, and he throws out his expressions in a slovenly and colloquial manner. He is "informal" and "natural." So will he remain until he has very carefully eliminated the elements in his diction, style, delivery, etc. which make him the kind of a speaker he is. The most excellent way for him to accomplish this is by writing and writing again and by delivering and redelivering formal speeches or orations. There surely are no informalities which can supersede the principles of rhetoric; nor can those principles be mastered by making these "natural," service club, extempore speeches. Indeed, for this purpose even the highest type of informal extempore speaking must of necessity fall far short of the more formal written speech. The latter was originally intended as a means of careful preparation for saying things in the best and most effective manner. It is the work

done by long and detailed preparation versus that done on the spur of the moment—the masterpiece and the makeshift. Certainly one should be able to improvise readily whenever occasion demands. But constant practice in "oratorical work" will make possible lasting improvements which will carry over into extempore speaking; and which the latter by reason of its very nature cannot produce. Hence, oratory, far from being "stilted and dead," is actually the best possible foundation one can lay upon which to build the ability to extemporize well. As for so-called impeding rules and regulations the true rules of oratory are simply the rules of effectiveness. A speaker may slouch, jam his hands in his pockets, or even wiggle his ears and still make a good speech. It proves nothing. He could have done much better had he abided by all the canons of good form (or taste, as you will). So it seems that this new "informality" may be and often is carried to the extreme and used as a misleading appellation for poor speaking. Moreover it is clear that any wave of extemporization which proposes to do away with what we have termed 'oratory" in class or contest is distinctly detrimental. Each kind of work has its peculiar virtues and uses. No doubt much of the collegiate oratory of the past has consisted of high sounding phrases and big words. No doubt much of it will continue to be so constituted in the future. But here is no reason for confusion of true with pseudo-eloquence. Much of our extempore speaking is and will be equally inane. It simply means that in all public speaking whether formal or informal, oratory or extempore we must study the principles of rhetoric and communicativeness more closely than we have done before. In such a way we lead a few to that happy medium of "informal formality" where true effectiveness lies. Most emphatically we will not reach it by swinging to the opposite extreme so as to utter in extempore speeches the same "mouthings" these bad orators use—and with-without the sorry grace even of pretty words.

In the second place, the plaint, "They won on an emotional plea!"—heard from orators and debaters alike—is startling mostly because of the frequency with which it is heard. What if they did win on an emotional appeal? What inference is the complaint intended to convey? That they should not have won by such means? Well, it may be actually true that the judges (as part of the audience) *should* have reacted differently. But that is a prob-

lem for metaphysics. The point is that they, like all other normal human beings, *do* react most strongly to the appeals which have been named emotional. Debaters *win* on that element in their speeches. In everyday life people win on the same thing day after day. If we are, then, to "be practical," what difference does it make how the judges or audience *should* have reacted? Are we interested in training students to handle a pseudo-audience that reacts as it *ought* to react? Or are we interested in teaching them to sway a real audience that reacts simply as it does?

It has been our experience—and psychologists defend the position—that strictly speaking the so-called intellectual level simply does not exist. People think, as a general rule, exactly as they are made to feel. True, an emotional appeal must be supported by facts to be most effective. But it is pretty much as Benjamin Franklin said, "It is good to be learned, for then we have so many good reasons for doing what we want to do!" The "reasoning *pura*" in a speech plays just about the same role,—it supports the emotional element. Hence a debate decided on an ultra sensible basis so far from being ideal would be nothing short of a forensic tragedy. And so in any purposive speech. Mere babbling is undesirable of course. So is the "tearing of a passion to tatters." But these things are bad for other reasons than that they may be termed "emotional." Men are ruled by their passions still. And the fact that some of the appeals to those passions are exaggerated or otherwise faulty does not necessitate that we swing to the opposite extreme of folly once more—this time to create an intellectual level upon which we may delude ourselves about having subdued our emotions. Pure reason has little to do with human affairs, mayhap nothing; and emotion has everything to do with them.

The peculiar attitudes which continually crop out of this new "extempore speaking and intellectual level" wave are like that of the psychology instructor who, because he lost patience with poor logic, asserted and stoutly contended that all logic was sheer buncombe. Demosthenes may have been given to bombast, but we can still learn something from him. Did not most of his audience go against Phillip? Are not Sunday's audiences "going against Phillip"? And Bryan's although he is dead? Yes, we may learn a great deal from all of them, whatever their faults may be. More-

over the greatest lesson they teach us is that human emotion still rules supreme; and that he who would make events must appeal to it and constantly.

Very truly yours,

LELAND M. ROSS,
Oregon State College.

ASSOCIATION NEWS

[The minutes of the Eleventh Annual Convention of THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH will be published in April.]

EDITOR'S REPORT, 1926

Mr. President and Fellow Members:

I am sorry to have to begin my final report with an apology, but the November number of the QUARTERLY JOURNAL is so late that I feel an apology is due—or at any rate an explanation.

The November number is late because it contains a body of special research material published under the auspices of the Committee chosen at the last convention, and because the committee method of handling material is naturally conducive to delay. The Committee has worked hard, every member has done his best, and nobody is in any way to blame; but the complexities of the task have been such as to make the delay unavoidable. The five members of the Committee live in four widely separated cities, and have had no opportunity to assemble and confer. They have had to consider a large volume of material, by the slow process of passing it round through the mail, each member writing his comments and recording his vote on each article submitted to him and the Chairman endeavoring to collect and tabulate the results. There was some disagreement, and there were so many suggestions for revision that it looked for a time as if we should have nothing ready this year except the thesis by Robert West, which was approved by the Committee in May. It was not until late in September that the Committee finished its work by accepting, in addition to Mr.

West's thesis, a thesis by Giles Gray, and rejecting everything else submitted. Meanwhile Mr. West, impatient at the delay, had withdrawn his paper; negotiations were re-opened, he agreed to re-submit it, the Committee notified me of its decision, and the work of getting these two papers into print began about the time it should have ended.

Under the most favorable conditions it takes about a month to get the JOURNAL out after the copy goes to the compositor. The regular portions of the November number were ready the first week in October, but the number could not be made up until the Committee material was on hand. Mr. West's paper arrived first and was sent to the printer. Mr. Gray's was in Iowa City, and for some reason was sent to Ithaca and then had to be re-shipped to me and then to the printer. Both Mr. West and Mr. Gray wished to have their own cuts made, and that occasioned more delay. Then came the proof-reading. Ordinarily it takes me about two days to read each set of proofs, but in this instance, having no editorial responsibility myself, and the Committee having declined to assume any, I felt bound to send the proofs to the two authors. They read them as promptly as could be expected, but the extra reading and mailing added a week or ten days to the process. Mr. West's proof was in bad shape, largely because his paper called for special phonetic characters which the printers did not have. I had taken that matter up with the printers in the spring, but dropped it when the paper was withdrawn; as a result the characters had to be ordered in a hurry, and one of them re-ordered after the proofs had been corrected. As they had to be specially made by the Linotype Company there was another serious delay. The last special character reached the printers on December 14th and they mailed the page proof to me the same day. I received it on the 16th, read it in one day, and mailed it back that night.

This is a rather lengthy explanation, but I have risked it because I want the members of the ASSOCIATION to see that this matter of special research publication is the most important problem I have to hand over to my successor, if not the most important problem before the ASSOCIATION.

The two theses now appearing are important contributions to our field of knowledge, and a worthy beginning to our series of monographs, but they have not been given the careful and scholar-

ly editing by a balanced group of experts which was supposed to be one of the objects of the special plan of publication; they have, as a matter of fact, been less carefully edited (except of course by the authors) than anything else which has appeared in the JOURHAL. Perhaps they are the better for it, but if so why all the turmoil?

Incidentally, a number of excellent papers have been rejected because they needed editorial revision. An editor usually edits such papers and publishes them. A committee, feeling itself too scattered to undertake such a task, can do nothing but reject. To illustrate the difference: Last year a paper came to me from an old contributor. I liked it, but felt vaguely that it needed revision. I consulted an associate who knew much more of the subject than I; he clarified my ideas, and together we revised the paper considerably. It appeared in the JOURNAL as revised, and elicited favorable comment, and the author has never complained. In the spring of this year he offered to the Committee another paper of a similar sort, which I thought more interesting than the first, and he was the first to make a cash contribution to the publication fund. But this paper went on its wanderings to the four points of the Committee, and it was not until November that I was able to report to him his paper was rejected. I did not see the comments of the other members until last week. The burden of them was: "A good paper, but needs considerable revision before publication."

I wish to repeat, lest I be misunderstood, that I have no word of censure for any member of the present Committee—not even myself. We have all done our best. But I have never believed in the committee system of doing business, and the experiences of the last year have confirmed me in my opinion. The staff system is better, even the somewhat elaborate staff system of the QUARTERLY JOURNAL. The best thing the ASSOCIATION can do for the next Editor is to separate him entirely from any publication committee, whether or not such a committee continues to function; and the best thing he can do for himself is to select two good Associate Editors who will really work with him and who are near enough to do so. Since my own responsibility ends with this report I can have no very personal interest in what happens next, but in an impersonal way I wish to advise against committee administration of any description for the QUARTERLY JOURNAL. In any case I trust

the matter will be thoroughly thrashed out in the course of the convention.

This is the burden of my report. I shall pass over the policies I have pursued because they have been sufficiently explained in the editorials, and over the minor changes in the arrangement and organization of the JOURNAL because they have been apparent. I cannot close without a word of appreciation for the generous assistance given me by other members of the Association, by nearly all of the Assistant Editors, and especially by Miss Rousseau, Mr. Hudson, and Mr. Hunt as Associate Editors, Mr. Wichelns as Chairman of the Research Committee and of the Committee on Monographs, Mr. Immel and Mr. Ewbank as Business Managers, and by the three Presidents of the Association, Mr. Kay, Mr. Immel, and Mr. Mabie.

Respectfully submitted,

JOHN DOLMAN, JR.
Ex-Editor.

REPORT OF THE COMMITTEE ON PUBLICATION OF RESEARCH STUDIES

December 28, 1926

The conference on graduate study in the field of speech, held at the last New York Convention, voted the appointment of a temporary committee (Dolman, Drummond, Immel, Mabie, Wichelns, O'Neill, Chairman) to consider ways and means of financing the publication of scholarly articles. This committee recommended: (1) increase in the size of the JOURNAL rather than separate publication; (2) the constitution of a permanent committee, consisting of the President of the ASSOCIATION, the Editor of the JOURNAL, and representatives of each of the three universities granting the doctor's degree in the field of speech or of public speaking, to pass upon research material and to finance the venture.

The committee for the past year has consisted of President Mabie, Editor Dolman, C. H. Woolbert (Iowa), A. T. Weaver (Wisconsin), and H. A. Wichelns (Cornell), Chairman.

The committee has secured funds from about thirty interested members of the Association to the extent of $256.50 to date.

It has invited the submission of manuscripts, and has received nine: three studies of orators, one study of a rhetorician, four in

the field of voice and phonetics, and one in the teaching of speech. Of these, it has by unanimous vote accepted for special publication the studies by Doctors West and Gray which appear in the November JOURNAL.

It has designated the articles published under its auspices as Monographs in Speech Education; and this title appears on the offprints of the articles.

The procedure of the committee has not been definitely established; roughly, it has consisted of circulating manuscripts among the five members with written comments in lieu of oral discussion. Naturally the Chairman and the Editor of the JOURNAL have been most active in the executive side of the work.

The financial arrangement has been that the authors have supplied cuts and have received one hundred reprints of their studies; the Editor of the Journal has supplied a certain amount of space; the contributors of funds are to receive ten copies of the enlarged issue of the JOURNAL per $5 contributed. The special fund has been devoted to the cost of additional space in the JOURNAL, cost of offprints, cost of extra copies of the JOURNAL for contributors to the fund. Although a financial statement is not yet prepared it is expected that extra costs will roughly balance contributions.

The committee has to thank the Treasurer of the ASSOCIATION for cordial coöperation in handling funds, the President of the ASSOCIATION for aid especially in securing funds, the Editor of the JOURNAL for his coöperation in every detail of the work, the contributors for their readiness to aid the cause, and the readers of the JOURNAL for their endurance of delay in the appearance of the fall issue.

The committee's work has, of course, been experimental. No clear indication of future policy appears; the committee will await with interest manifestations of sentiment, but wishes to lay before those interested in the policies of the Journal and of the Association the following considerations:

1. The number of manuscripts sent to the committee, on relatively short notice and after relatively little advertisement, is encouraging and gratifying. But in the nature of things we cannot expect a considerable increase in the quantity of material published, and will do well for some time to come if two papers annually appear.

2. The response of financial contributors has been gratifying, but it is not probable that the present sum total of contributions will be attained every year.
3. It will always cost money to print exact studies of any subject. It will always be more difficult to bring out the issue of the JOURNAL carrying such studies. And any exact study will always appeal to a limited audience only.
4. The printer's estimates indicate that an article of forty or fifty fifty pages can be printed as a supplement to the JOURNAL, separately bound, and mailed to all subscribers to the JOURNAL, for a sum not very much greater than the costs of the present arrangement. This method would have the advantage of not delaying the JOURNAL, and the disadvantage of emphasizing the separation of interests between the research group and the other members of the ASSOCIATION. Were it felt that this last risk is not serious, separate publication might afford additional economy through cutting down the mailing list to those avowedly interested.
5. In any case, the committee will have to consider asking authors to contribute to the publication fund not only the cost of cuts, but some share of the basic printing costs.
6. The size of the committee has increased the difficulties of cooperation. President Mabie has indicated his view that the President might well be an ex-officio member not participating in the discussion of manuscripts.
7. The organization of the committee with a chairman other than the Editor of the JOURNAL has created an awkwardness in administration which only the Editor's forbearance and helpfulness have overcome.

Respectfully submitted,

H. A. WICHELNS,

Chairman.

LIST OF DELEGATES IN ATTENDANCE AT THE CHICAGO CONVENTION

Abbott, Hazel B, Chicago, Ill.
Aileen, Sister Marie, Rosary College, River Forest, Ill.
Averitte, L. M., Tenn. State College, Nashville, Tenn.
Avery, Elizabeth, Smith College, Northampton, Massachusetts.

Babcock, Maud May, University of Utah, Salt Lake City, Utah.
Bachhuber, Romane, Mayville, Wisconsin.
Baher, V. L., University of Illinois.
Baird, A. C., Iowa City, Iowa.
Baird, A. C. Mrs., Iowa City, Iowa.
Barker, Juliet, Elgin High School, Elgin, Ill.
Barnard, Raymond H., Lakewood, Ill.
Barnes, Harry G., Vermillion, South Dakota.
Barnes, John, Madison, Wisconsin.
Barrows, Sarah T., Iowa City, Ia.
Base, Nell, Menominee, Wisconsin.
Bauer, Marvin G., Ames, Iowa.
Beck, Dorothy L., Onachita College, Harvey, Illinois.
Bechtoldt, Hazel, Leetonia, Ohio.
Berg, Mary Bailey, Chicago, Ill.
Beril, L. G., Lakewood, Ohio.
Bjorneby, G. Jeanette, University of South Dakota. S. Dak.
Blake, Henry W., East Lansing, Michigan.
Blattner, Helene, Iowa City, Iowa.
Borchers, Gladys, Madison, Wis.
Borden, Richard C., New York University, N. Y.
Bost, Geo. H., Waukesha, Wisconsin.
Brewer, Chas. R., Abilene Christian College, Abilene, Texas.
Brigance, W. N., Wabash College, Crawfordsville, Indiana.
Brock, Minor, University of Iowa, Iowa City, Iowa.
Brown, Frederick W., Northampton, Mass.
Brownell Miss Mary A., Madison, Wisconsin.
Buckingham, Elizabeth Lee, Stanford University, Calif.
Busse, Alvin C., New York University.
Case, Ida Mae, Berkley Place, Iowa City, Iowa.
Carmichael, James W., Bowling Green, Ohio.
Chapin, Alice C., Los Angeles, California.
Cobb, Mrs. F. E., Wheaton College, Wheaton, Ill.
Cochran, I. M., Northfield, Minnesota.
Connelly, Hamilton College, Lexington, Kentucky.
Constance, Margaret, Cumberland, Wis.
Corbitt, Anne, Alton, Ill.
Corkell, Miss Rita, Chicago, Ill.
Corley, Mary E., Madison, Wis.
Cornell, Mrs. Florence, Ionia High School, Ionia, Michigan.
Cornwell, Cliff, Kirksville, Mo.
Cortright, Rupert L., Petoskey High School, Petoskey, Michigan.
Carlson, H. A., Augustana College, Sioux Falls, So. Dakota.
Cryan, Mary, Teachers College, Mankato, Minnesota.
Cyrille, Sister Mary, St. Clara Acad., Sinsinawa, Wis.
Dakin, Charlotte, Northwestern School of Speech, Evanston, Ill.
Damon, Ruth A., New York City, N. Y.

Davis, O. G., Chicago, Ill.
Davis, Susan B., Madison, Wis.
Dennis, Ralph, Northwestern University, Evanston, Ill.
Dix, Pearl, St. Louis, Missouri.
Dolman, John Jr., Univ. Pennsylvania, Phliadelphia, Pa.
Drummond, A. M., Cornell Univ., Ithaca, N. Y.
Duffey, William R., Milwaukee, Wisconsin.
Dumke, Emma Charlotte, New Holstein, Wisconsin.
Dwyer, Martha H., Chicago, Ill.
Eastman, Violet M., Maryville, Mo.
Edwards, Davis, Chicago, Ill.
Eich, Louis, Ann Arbor, Michigan.
Ellis, Miss Emmie N. Elgin, Illinois.
Estabrook, Eudora P., Grand Rapids, Michigan.
Farma, William, New York City, N. Y.
Fike, Louise, Decatur, Illinois.
Fishel, Mamie, Meridian, Mississippi.
Fisher, George E., Pittsburgh, Pa.
Fleischman, Earl E., Ann Arbor, Michigan.
Foelske, Hermine, South Division High School, Milwaukee, Wis.
Forsythe, Irene A., St. Louis, Mo.
Funk, Lillian M., Univ. of Missouri, Columbia, Missouri.
Gaylord, J. S., Evanston, Illinois.
Geneveffa, Sister, River Forest, Illinois.
Gilkinson, Howard, Yankton, South Dakota.
Gillam, Lois Jean, Cedar Falls, Iowa.
Glander, Emory, West Alexandria, Ohio.
Gleissner, Lillian, Charleston, West Virginia.
Goldberg, Selma G., St. Joseph, Missouri.
Gray, Giles Wilkeson, State University of Iowa, Iowa City, Ia.
Given, K. W., Iowa City, Iowa.
Gough, Harry B., De Pauw University, Greencastle, Indiana.
Graff, Dorothy, Minier, Illinois.
Green, Ruth E., Minneapolis, Minn.
Grim, Harriett E., Madison, Wis.
Grubbs, Verna, Ottumwa, Iowa.
Hall, Alta B., New York City.
Haney, Elsie, Evanston, Ill.
Hannah, Robert, Cornell University, Ithaca, New York.
Hardy, C. D., Evanston, Ill.
Haworth, Donald, Oskaloosa, Iowa, Penn. College.
Heltman, H. J., Syracuse Univ., Syracuse, New York.
Henderson, Florence M., Iowa City, Iowa.
Henrikson, E. H., St. Peter, Minn.
Herrick, Marvin T., Urbana, Illinois.
Hettinger, Miss Esther L., Madison, Wis.

Babcock, Maud May, University of Utah, Salt Lake City, Utah.
Bachhuber, Romane, Mayville, Wisconsin.
Baher, V. L., University of Illinois.
Baird, A. C., Iowa City, Iowa.
Baird, A. C. Mrs., Iowa City, Iowa.
Barker, Juliet, Elgin High School, Elgin, Ill.
Barnard, Raymond H., Lakewood, Ill.
Barnes, Harry G., Vermillion, South Dakota.
Barnes, John, Madison, Wisconsin.
Barrows, Sarah T., Iowa City, Ia.
Base, Nell, Menominee, Wisconsin.
Bauer, Marvin G., Ames, Iowa.
Beck, Dorothy L., Onachita College, Harvey, Illinois.
Bechtoldt, Hazel, Leetonia, Ohio.
Berg, Mary Bailey, Chicago, Ill.
Beril, L. G., Lakewood, Ohio.
Bjorneby, G. Jeanette, University of South Dakota, S. Dak.
Blake, Henry W., East Lansing, Michigan.
Blattner, Helene, Iowa City, Iowa.
Borchers, Gladys, Madison, Wis.
Borden, Richard C., New York University, N. Y.
Bost, Geo. H., Waukesha, Wisconsin.
Brewer, Chas. R., Abilene Christian College, Abilene, Texas.
Brigance, W. N., Wabash College, Crawfordsville, Indiana.
Brock, Minor, University of Iowa, Iowa City, Iowa.
Brown, Frederick W., Northampton, Mass.
Brownell Miss Mary A., Madison, Wisconsin.
Buckingham, Elizabeth Lee, Stanford University, Calif.
Busse, Alvin C., New York University.
Case, Ida Mae, Berkley Place, Iowa City, Iowa.
Carmichael, James W., Bowling Green, Ohio.
Chapin, Alice C., Los Angeles, California.
Cobb, Mrs. F. E., Wheaton College, Wheaton, Ill.
Cochran, I. M., Northfield, Minnesota.
Connelly, Hamilton College, Lexington, Kentucky.
Constance, Margaret, Cumberland, Wis.
Corbitt, Anne, Alton, Ill.
Corkell, Miss Rita, Chicago, Ill.
Corley, Mary E., Madison, Wis.
Cornell, Mrs. Florence, Ionia High School, Ionia, Michigan.
Cornwell, Cliff, Kirksville, Mo.
Cortright, Rupert L., Petoskey High School, Petoskey, Michigan.
Carlson, H. A., Augustana College, Sioux Falls, So. Dakota.
Cryan, Mary, Teachers College, Mankato, Minnesota.
Cyrille, Sister Mary, St. Clara Acad., Sinsinawa, Wis.
Dakin, Charlotte, Northwestern School of Speech, Evanston, Ill.
Damon, Ruth A., New York City, N. Y.

Davis, O. G., Chicago, Ill.
Davis, Susan B., Madison, Wis.
Dennis, Ralph, Northwestern University, Evanston, Ill.
Dix, Pearl, St. Louis, Missouri.
Dolman, John Jr., Univ. Pennsylvania, Phliadelphia, Pa.
Drummond, A. M., Cornell Univ., Ithaca, N. Y.
Duffey, William R., Milwaukee, Wisconsin.
Dumke, Emma Charlotte, New Holstein, Wisconsin.
Dwyer, Martha H., Chicago, Ill.
Eastman, Violet M., Maryville, Mo.
Edwards, Davis, Chicago, Ill.
Eich, Louis, Ann Arbor, Michigan.
Ellis, Miss Emmie N. Elgin, Illinois.
Estabrook, Eudora P., Grand Rapids, Michigan.
Farma, William, New York City, N. Y.
Fike, Louise, Decatur, Illinois.
Fishel, Mamie, Meridian, Mississippi.
Fisher, George E., Pittsburgh, Pa.
Fleischman, Earl E., Ann Arbor, Michigan.
Foelske, Hermine, South Division High School, Milwaukee, Wis.
Forsythe, Irene A., St. Louis, Mo.
Funk, Lillian M., Univ. of Missouri, Columbia, Missouri.
Gaylord, J. S., Evanston, Illinois.
Geneveffa, Sister, River Forest, Illinois.
Gilkinson, Howard, Yankton, South Dakota.
Gillam, Lois Jean, Cedar Falls, Iowa.
Glander, Emory, West Alexandria, Ohio.
Gleissner, Lillian, Charleston, West Virginia.
Goldberg, Selma G., St. Joseph, Missouri.
Gray, Giles Wilkeson, State University of Iowa, Iowa City, Ia.
Given, K. W., Iowa City, Iowa.
Gough, Harry B., De Pauw University, Greencastle, Indiana.
Graff, Dorothy, Minier, Illinois.
Green, Ruth E., Minneapolis, Minn.
Grim, Harriett E., Madison, Wis.
Grubbs, Verna, Ottumwa, Iowa.
Hall, Alta B., New York City.
Haney, Elsie, Evanston, Ill.
Hannah, Robert, Cornell University, Ithaca, New York.
Hardy, C. D., Evanston, Ill.
Haworth, Donald, Oskaloosa, Iowa, Penn. College.
Heltman, H. J., Syracuse Univ., Syracuse, New York.
Henderson, Florence M., Iowa City, Iowa.
Henrikson, E. H., St. Peter, Minn.
Herrick, Marvin T., Urbana, Illinois.
Hettinger, Miss Esther L., Madison, Wis.

Hicks, Fred G., Dearborn, Mich.
Hidden, Frances G., Bloomington, Ill.
Higgins, H. H., Oxford, Ohio.
Hill, Evelyn, Urbana, Ill.
Hill, Nizel P., Urbana, Ill.
Hill, Howard T., Manhattan, Kansas.
Hiser, Neva O., Wichita, Kansas.
Holmes, F. Lincoln, D., Univ. of Minnesota.
Holcombe, Ray E., Iowa City, Iowa.
Holtz, Orville E., Salina, Kansas.
Howell, William S., Washington University, Saint Louis, Mo.
Howes, Raymond F., Washington Univ., St. Louis, Mo.
Hubbard, Florence B., University of Southern California, Los Angeles, Cal.
Hudson, Hoyt H., University of Pittsburgh, Pittsburgh, Pa.
Hultzen, L. S., Hanover, New Hampshire.
Hunt, E. L., Swarthmore College, Swarthmore, Pa.
Hunt, Mrs. Elizabeth P. Wellesley College, Wellesley, Mass.
Hunter, R. C., Ohio Wesleyan Univ., Delaware, Ohio.
Huntley, Frank L., St. Louis, Missouri.
Illingworth, Robert S., Lafayette College, Easton, Pa.
Immel, Ray K., Los Angeles, California.
Jewell, A. R., Lakewood, Ohio.
Johnson, Gertrude E., Madison, Wis.
Johnson, Inez V., Malden, Ill.
Kallgren, C. A., Colgate Univ., Hamilton, New York.
Ker, W. J., Morgantown, West Virginia.
Keane, Helen, Iowa State College, Ames, Iowa.
Keifer, Miss L. Katherine, Indianapolis, Ind., Teachers College.
Kennedy, Belle, Evanston, Ill.
Kentzler, Ruth P., Carleton, College, Northfield, Minn.
Keppel, Vera Jane, Stephens College, Columbus, Missouri.
King, E. S., Michigan State College, East Lansing, Michigan.
King, C. Harold, Minneapolis, Minn.
Kingsley, Mrs. Pearle Shale, University of Denver, Denver, Colorado.
Knight, Paul D., Grinnell, Iowa.
Kober, Ralph W., Normal, Ill.
Kolassa, Joseph A., Buffalo, N. Y.
Kuhns, Mrs. Rosalie S., Chicago Beach Hotel, Chicago, Ill.
Lahman, Carroll P., Western State Normal, Kalamazoo, Mich.
Lane, J. Russell, Iowa City, Ia.
Langworthy, Helen, Iowa City, Iowa.
Larson, Helen M., Marquette, Mich.
Larry, E. Cynthia, Champaign, Illinois.
Latham, Miss Azubah J., New York City.
Layton, Chas. R., New Concord, Ohio.
Leach, Alfred E., Baldwin City, Kansas, Baker University.
Leal, Sister Mary, Rosary College, River Forest, Ill.

Letzter, Margaret C., School of Speech, Northwestern Univ., Evanston, Ill.
Liljegren, Alice, Omaha, Nebraska.
Lindblom, Anna, Kalamazoo Normal, Kalamazoo, Michigan.
Lineweaver, Gerald, Hedrick, Iowa.
Loughlin, Agnes P., St. Mary of the Woods, Indiana.
Lynch, S. A., Cedar Falls, Iowa.
Pease, Molly E., Denver, Colorado.
Rousseau, Lousene, Madison, Wis.
Lovedale, Isabel, Kenilworth, Ill., N. W. School of Speech.
Ludgate, Jane, Ann Arbor, Michigan.
Lull, P. E. West Lafayette, Indiana.
Lyons, Miss Bertha, Chicago, Ill.
Mabie, E. C., Iowa City, Iowa, University of Iowa.
Mackay, G. Gordon, Addison, N. Y.
Mallory, L. A., Chicago, Ill.
March, Gerald E., Northfield, Minn.
Marshman, J. T., Delaware, Ohio.
Marston, Frederick, Kemper Junior College, Boonville, Mo.
Martin, John Dunn, Burlington, Iowa.
Martin, Thora, Emporia, Kansas.
Maule, Howard W., Milwaukee, Wis.
Maw, Herbert B., Salt Lake City, Utah.
Mayfield, Emma, Terre Haute, Indiana.
Maynard, Newell C., Tufts College, Mass.
Mayo, Ruth L., North Leup, Nebraska.
McCluer, Paul, Urbana, Ill.
McComb, Florence D., Iowa State College, Iowa.
McCracken, Florence L., Washington, D. C.
McGee, Y. A., Ithaca, New York.
McGrew, Fred, Univ. of Arkansas, Fayetteville, Ark.
McMillan, Margaret, Roseville, Ill.
McNabb, L. G., Ohio Wesleyan Univ., Delaware, Ohio.
McNaughton, Genevra Parker, Waukegan, Ill.
Menchhofer, Jos. D., Madison, Wis.
Mensr, C. L., Galesburg, Illinois.
Miller, Harry Graves, Saginaw, Mich.
Miller, Marie Clark, Des Moines, Iowa.
Miller, M. Oclo, Mount Holyoke College, South Hadley, Massachusetts.
Mills, Alice W., Iowa City, Ia.
Mitchell, Resford S., River Falls, Wisconsin.
Monahan Loretto, New York City.
Monroe, Alan H., Evanston, Ill.
Moore, Wm. O., Univ. of Texas, Austin, Texas.
Morris, Ethel L., Greencastle, Indiana.
Wayne L. Morse, Minneapolis, Minn.
Morton, Vance M., Evanston, Ill.
Moses, Miss Edith W. Wellesley College, Wellesley, Mass.

Mote, Olema, Fort Dodge, Ia.
Mueller, Ruth M., Cadillac, Michigan.
Munch, Perrill, McAlester, Oklahoma.
Nelson, B. G., Chicago, Ill.
Nelson, Severina E., Urbana, Ill.
Nichols, Tirzah L. Bryn Mawr, Pa.
Nilsen, Harriet, Chicago, Ill.
Nygren, Miss Astrid W., Freeport, N. Y.
Nykerk, J. B., Hope College, Holland, Michigan.
O'Connell, W. V. Hutchinson, Kansas.
Okeson, Anna H. A., Chicago, Ill.
Oliver, Guy Eugene, Naperville, Ill.
Olsen, Emma May, Chicago, Ill.
O'Neill, J. M., Univ. of Wisconsin.
Opie, Everett George, Evanston, Ill.
Opp, Paul F., Fairmont, W. Virginia.
Paget, Edwin H., West LaFayette, Indiana.
Paul, Margaret Dorcas, Marion, Iowa.
Pendleton, Annah Jo, Vernon, Texas.
Perkins, Lola I., Indianapolis Indiana, Manual Training High School.
Peter, Sister Mary, Trinity High School, River Forest, Ill.
Pflaum, Geo. R., Emporia, Kansas.
Phelps, J. Manley, Northwestern Univ. School of Speech, Evanston, Ill.
Pickard, Dorothy, Evanston, Ill.
Piekenbrock, Louise, Des Moines, Ia.
Pogue, Barton Rees, Upland, Indiana.
Pomeroy, Mildred A., Abingdon, Ill.
Poos, Roberta Lee, Okawville, Ill.
Probst, Ethelyne, Chicago, Ill.
Pyre, Walton, Chicago, Ill.
Rafferty, Mary A., Chicago, Ill.
Rafferty, Rose Elizabeth, Chicago, Ill.
Raine, James Watt, Berea, Ky.
Raines, L., Otterbein College.
Ramsey, Nena Kate, New York City.
Rankin, Kate H., Jackson, Michigan.
Rarig, J. M., University of Minnesota.
Rassweiler, G. F., Beloit, Wisconsin.
Redd, Marion, Salt Lake City, Utah.
Reynolds, Lorraine, Chicago, Ill.
Reynolds, Flora, Ionia, Michigan.
Rice, Mary A., The Woods School, Langhorne, Pa.
Robb, Margaret, Huron, South Dakota.
Roberts, Forest A., Lamoni, Iowa.
Rockwell, Ethel, Chapel Hill, North Carolina.
Ross, Florence Dudley, Waterloo, Iowa.
Rose, Forrest H., Salina, Kansas.

Ryan, J. P., Grinnell College, Grinnell, Iowa.
Sandford, W. P., Univ. of Illinois.
Saunders, Miss Mary Evans, Union University, Jackson, Tenn.
Scanlan, R., Pittsburgh, Pa.
Schonberger, E. D., Grand Forks, N. Dakota.
Scott, Preston H., Purdue Univ., W. Lafayette, Ind.
Secrest, Robert T. Senecaville, Ohio.
Seybolt, Ottilie T., University of Minnesota.
Seymour, Margaret, Ionia, Michigan.
Shattuck, Fredrica V., Ames, Iowa.
Shaw, Laura V., Kalamazoo, Mich.
Shaw, Warren C., Knox College, Galesburg, Ill.
Sheffield, A. D., Cambridge, Mass.
Shinn, Henry Arthur, Manhattan, Kansas.
Siggens, R. C. S., Columbus Ave., Sandusky, Ohio.
Simrel, V. E. Kalamazoo College, Kalamazoo, Michigan.
Simon, C. T., Evanston, Ill.
Skinner, E. Ray, Univ. of Wis., Madison, Wis.
Smart, Mabel C., Chicago, Ill.
Smith, Alethea E., Madison, Wis.
Smith, Joseph F., Salt Lake City, Utah.
Smith Roy M., Le Mars, Iowa.
Spalding, Miss Alice H. Allegheny College, Meadville, Penn.
Steel, Bernice B., Milwaukee, Wis.
Stewart, Blair Lawrence, Madison, Wis.
Stiehm, Mrs. Marie D., Johnson Creek, Wis.
Stinchfield, Sara M., So. Hadley, Mass.
Stoddard, Clara B., Detroit, Michigan.
Strain, Mary Adelia, Tennessee College, Murfreesboro, Tenn.
Stump, E. T., Huntington, W. Virginia.
Stump, Stella M., Huntington, West Virginia.
Summers, H. B., Manhattan, Kansas.
Sutherland, Wm. R., Lexington, Ky.
Synon, Mary, Chicago, Ill.
Tallcott, Rollo A. Llenroc Ct., Ithaca, N. Y.
Templer, Chas. S., St. Paul, Minn.
Thomas, Avis, H., Kalamazoo, Mich.
Thomas, Frances, M., Adrian, Michigan.
Thompson, Dora B., Crystal Springs, Miss.
Thompson, W. A., Ames, Iowa.
Throne, Miss Mildred I., Western Reserve Univ., Cleveland, Ohio.
Tilroe, H. M., Syracuse, N. Y.
Tohill, Elizabeth, State Teachers College, Chadron, Nebraska.
Travis, Lee Edward, Iowa City, Ia.
Treadwell, Mrs. Harriette Taylor, Chicago, Ill.
Troutman, W. C., Madison, Wis.
Utterback, Wm. E., Oberlin, Ohio.

Varner, Artie E., Wenatchee, Washington.
Watter, Edra, Dubuque, Iowa.
Ward, Lavilla A., Madison, Wis.
Weaver, A. T., Madison, Wisconsin.
Webster, Mary E. J., Salt Lake City, Utah.
Weiss, N. J., DePauw, Greencastle, Indiana.
Welch, Dale D., University of Dubuque, Dubuque, Iowa.
Weller, Herbert C., Tuscola, Ill.
Wells, Earl W., Madison, Wisconsin.
Welty, Lucile, Appleton, Wis.
West, Robert, Chicago, Ill.
Westfall, Alfred, Fort Collins, Colorado.
Whiteford, Mary E., Urbana, Ill.
Wilcox, Mrs. E. B., Madison, Wis.
Williams, Robert E., Greencastle, Indiana.
Williamson, Mrs. R., Mexico City, Mexico.
Wilner, Geo. D., Wichita, Kansas.
Wilson, Helene E., Superior, Wisconsin.
Winans, J. A., Dartmouth College.
Wise, C. M., Kirksville, Mo.
Wise, W. H. East Lansing, Michigan.
Wolstad, Dorothy, Oak Park, Illinois.
Wood, Harry Thomas, Ann Arbor, Michigan.
Woolbert, Chas. H., Iowa City, Ia.
Work, James A., Providence, R. I., Brown University.
Ewbank, H. L., Albion College, Albion, Michigan.
Weihe, Raymond G., Milwaukee, Wis.

NEW BOOKS

[As far as possible staff reviewers are assigned to cover the new books, but voluntary contributions are always welcome, especially if concise and informative. Reviews, or suggestions of books to be reviewed should be sent to Hoyt H. Hudson, University of Pittsburgh.]

The Elements of Speech. By JAMES M. O'NEILL and ANDREW T. WEAVER. New York. Longmans, Green and Co. 1926. Pp. viii + 477.

It would be a simple matter to announce this book as the most comprehensive elementary text yet offered in the field of speech, and to say that the authors have lived up to their own high reputation. Only one other work exists which is at all comparable to it—Woolbert's *Fundamentals of Speech*—and the new book goes so much farther in the attempt to lay the groundwork of instruction in all branches of the subject that it virtually stands alone. Every teacher of speech will of course make himself familiar with its contents, if he has not already done so, and he will find in it so much of value as to make him wonder how he has been able to get along without it.

This book, however, is not offered primarily for the teacher. It is offered as an elementary text, designed to promote knowledge of, and proficiency in, all forms of speech, public and private. It makes no pretense of being exhaustive in any portion of the field, but it does aim to be helpful to the beginning student of speech no matter what his objective, and to be available for classroom use in beginning college courses. To dismiss such a book with uncritical praise would be unfair to the authors; indeed it is to be hoped that several reviews may appear in the JOURNAL—expressing the variant opinions which different portions of the book must inevitably call forth.

"The beginning course in speech should have, we believe, two objectives—knowledge and proficiency . . . Knowledge promotes

proficiency; proficiency clarifies and deepens knowledge." In these sentences the authors state their position clearly, and arouse an old controversy. Does knowledge—technical knowledge, that is—promote proficiency in the case of beginning students? Does a knowledge of vocal anatomy help the student to improve his voice? Does a knowledge of his own mental and emotional processes help him to react in a normal healthy way, and to achieve freedom of expression? The value of such knowledge to the teacher is unquestioned, but in postulating its value to the elementary student O'Neill and Weaver have gone squarely back to the position of the old elocution schools—without their ignorance and inaccuracy, it is true, and without their bad taste, but with essentially the same attitude toward the learning process. This is not the place to discuss the merits of the controversy, and the reviewer confesses a doubt as to his own position; but the teacher who contemplates using the new book as a beginning text will be forced to consider this very fundamental question.

The teaching of the book is based definitely on mechanistic psychology. The plausibility of this psychology, and its usefulness in the higher study of the speech processes is conceded by most teachers of speech, yet the fact remains that much of it is still speculative and controversial, and that raises the question of whether it ought to be placed before beginning students as the sole explanation of their speech behavior. If it is wise to place it before them at all would it not be better to advance it more tentatively, and to let them know that there are other opinions? "Attention," said William James, discussing the writing of the earliest behaviorists, "must not be spoken of under penalty by interfering with the smoothness of the tale." O'Neill and Weaver devote a whole chapter to attention, but preserve the smoothness of the tale by defining attention as a "muscular attitude," and by omitting all reference to consciousness, will power, or soul. Perhaps these things do not exist. William James thought they did, and there are still a few psychologists who persist in the belief. Scientifically the question is still open; O'Neill and Weaver have an undoubted right to decide it for themselves, but one may question their right to decide it for the next generation. Among our students—at least among our freshmen—are many who believe in mind, will, soul, personal immortality and all the rest of it. How are such students to adjust

themselves to a book based exclusively on mechanistic psychology? Perhaps the authors believe that the two things can be harmonized, but they give no hint of it, unless it be in the sentence on page 35 which reads: "The infant at birth is presented with an exceedingly complex environment, and, *for the purpose of making adjustments to it* [italics the reviewer's], is provided with a very elaborate mechanism." This acknowledgement of purpose is a noteworthy concession from the mechanists, and may prove disturbing to the Darwinians. But it is not followed up, and does not seem to represent any attempt to establish an attitude. On the other hand one feels that the authors do establish their attitude, though in another connection, on page 62. "If we have to make the hard choice," they say, "it is better to be simple, unimaginative, and realistic than to live in a world of artificialities and romantic imagination" —thus settling conclusively the problem that has been bothering the philosophers so long. Reserving the right to object, as they say in the Senate, may we ask the gentlemen to tell us how they know it is better?

So much for the fundamental questions involved; to those who can answer them satisfactorily this book will make a strong appeal. It is well written, and, with the exception of the first chapter, easily readable. In general the practical portions are better written than the technical ones, being enlivened by an effective human touch and a keen sense of humor; the choice of illustrative material seems stronger on rhetorical than on scientific points.

The first chapter, on Definitions, is on the whole the least satisfactory. A great deal of the material in it is quoted from other authors, with very little gain in authority and some loss of clarity. The statement from Sapir, for example, that "at best language can be but the outward facet of thought on the highest, most generalized level of symbolic expression" does not seem especially illuminating; nor the one from Allport that "thought . . . is an abridged and highly efficient form of trial-and-chance success in the consummation of the pre-potent reflexes." In their attempts to define thought the mechanists are never quite at ease, and they fall back constantly on impressive technicalities of language and figures of Speech. "Sapir," according to O'Neill and Weaver, "indicates his notion of the true relation between speech and thought in a very striking figure when he pictures thought riding lightly on the sub-

merged crests of speech instead of jogging along with it hand in hand." To those who are not familiar with "submerged crests" this figure may seem more vague than striking, and perhaps a little mixed. When a symbol is defined as "a brief and labile response usually undetected in outward behavior, but capable of being substituted for overt responses," the college freshman may feel that a familiar word has suddenly ceased to have a meaning for him. His mind is not likely to clear when, in subsequent references to symbols, he finds the authors treating them as if they were stimuli rather than responses.

When O'Neill and Weaver define reflexes, without comment, as "inherited responses" they seem to be on somewhat debatable ground. If there is any question upon which psychologists disagree it is the question of heredity and its effects. In a later chapter we are told that *native responses,* or responses present at birth (presumably distinguishable from reflexes) are of two kinds: (1) those ready to function, and (2) *those destined to function as the child matures, irrespective of environmental factors and experience.* Surely this is tough meat to place before a college freshman.

A similarly controversial question is involved in the discussion of the learning process. O'Neill and Weaver practically rule out imitation as a factor in learning, except as practice or confirmation of what is already learned, and they rest their case entirely upon the "conditioned reflex." When they say (on page 27), "We have then described all the essential elements that go into the learning process and habit formation" they are making a bold claim, and remind one a little of the government official who wanted to close the patent office in 1830 because all the possible inventions had been made.

Of the technical portions of the book the best and most helpful seem to be those on Emotional Behavior, Phonetics, and Motivation. In the chapter on Phonetics one wonders why the diphthong [a ŭ] (as in house) is classed as a consonant, and why there is no recognition of the a-sound between [a] and [æ]—the one prevailingly used in disputed words by cultivated speakers, especially in England. But one is grateful indeed for the effort to popularize the international phonetic alphabet. In the chapter on Vocal Quality one may doubt the wisdom of advising practice in whispering, and of advising students to observe consciously the pitch changes in

others and then imitate them. If imitation plays no part in the learning process what is the use, anyway?

The chapter on Speech Composition is excellent; likewise the chapter on Divisions of a Speech, and especially the portion on Introductions. The chapters on Outlining and on Language in Speech give us little that is new but much that is valuable. The chapter on Attention is disappointing on the technical side but excellent in its practical advice. The chapter on Motivation is one of the best in the book, rich, lively, and helpful. The section on personality is a bit technical, but at least we are given a choice of two theories: personality may be a matter of muscle tensions, or it may be the behavior of the ductless glands.

There are many other chapters in the book, most of them adequate for their purpose and excellent in quality. The reviewer is conscious that he has given more space to questioning than to commendation, but that is because the questioning needs explanation and support, while the commendation does not. To pick out all the excellencies of this book and treat them as fully as the doubtful points have been treated would require a special number of the JOURNAL.

JOHN DOLMAN, JR., *University of Pennsylvania.*

Diagnosis of Disorders of Speech. By ROBERT WEST. H. C. Netherwood Printing Company, 1926. 183 p. (Mimeographed).

In America this book will hold a pioneer place in the diagnostic aspect of speech pathology. It fulfills a distinct need at this stage of development in the field of speech disorders by supplying the clinician with a rather complete set of diagnostic tools by which he may classify his cases for further study.

The subject-matter is both pertinent and logical. The author begins with a chapter called "The Armamentarium" wherein he describes the physical equipment of the clinic. The second chapter tells how to use the apparatus just described in the work of physical diagnosis where one is searching for evidences of and reasons for such disturbances as nasality, "negative nasality," hoarseness and harshness of the voice, etc.

Chapter III deals with what the author calls "Tests of Speech Functions." On the strictly sensory side, auditory acuity and pitch discrimination are measured on the assumption that both en-

ter into the functions of speech. The reviewer feels that this is an assumption based upon facts gathered in many fields but he is at a loss to understand why the motor counterparts of various sensory functions are not included. For instance it seems just as important to know that a patient can voluntarily produce tones varying slightly in pitch as it is to determine that he is able to hear small differences in pitch.

The apparatus necessary to test the motor functions is easily made and is inexpensive.

Also there is considerable evidence at hand[1] to show that tonal memory and the sense of intensity enter into the functions of speech as much as does pitch discrimination and yet the author relegates the two former tests to the appendix where he discusses "Research in Diagnosis." The "Exercises for the Testing of Articulation" included in this chapter are very complete and adequate.

A pleasant surprise is presented by Chapter IV which deals with the taking of case histories. This part of the work is contributed by Helen Colby Holcombe. It is admirably written and presents the latest attitude toward this very important phase of speech corrective procedure.

It is a pleasure to find Professor West doing something about the emotions. The affective side of every patient is an extremely important one and yet too frequently clinicians concern themselves very little about it. Admittedly present psychological findings and interpretations of the emotional life leave much to be desired but they have given us something which is worth while. Jung's association test and the Pressey X-O tests are included in Chapter V which takes up "Tests of Emotion." One may feel that this is a rather limited sampling of test material but it is nevertheless a beginning in the right direction.

Chapter VI concerns "Tests of Intelligence." The first five years of the Stanford-Binet, the Army Alpha and a good number of performance tests are included. It would be easy to quarrel over the selection of the Army Alpha as the best group test of intelligence. A test that probably fulfills three of the five criteria of a good intelligence test better than the Army Alpha is the Otis Self-

[1] Stinchfield, Sarah. Unpublished work in progress at Mount Holyoke. Travis, Lee Edward and Davis, Mildred G. The Relation Between Faulty Speech and Lack of Certain Musical Talents, Psychological Monographs. Vol. XXXVI, No. X, 1926.

Administering Test of Mental Ability, Higher Examination: Form A.

The work is concluded with Appendix A, Research in Diagnosis, and Appendix B, Graded Readings for Diagnostic Purposes. Under the former is included tests and appafatus which the author believes are still in the experimental stage as far as diagnosis is concerned. Exception has been taken already to his stand on one or two of these tests.

Appendix B gives an assortment of readings containing such materials as The Little Red Hen, The Cow, Keepsake Mill, etc.

On the whole the book presents an admirable attempt to aid clinicians in the actual technique of diagnosis. Possibly the first part of the work which deals with examinations of the larynx, pharynx and nasal passages is not quite appropriate for some clinics, which may have access to the services of a department of oto-laryngology by merely requisitioning it. No one will deny that the director of a clinic or his associates should be able to make ear, nose and throat examinations or interpret the findings of such examinations made by others; but to equip the speech clinic for this routine clinical service is another question. The reviewer is not quite sure just what is the ideal situation here.

Not the slightest mention is made in regard to the diagnosis of stuttering. Possibly this type of speech disorder is so patent that anyone can determine its absence or presence. The reviewer's experience leads him to believe, however, that such is not the case. Even teachers of speech are at a loss quite frequently to know whether or not a certain individual is a stutterer. Then too, there is the question of form of stuttering. It makes considerable difference from every possible standpoint to know what kind of a stutterer the patient is.

This book should be a distinct help to the speech corrective worker and of general interest to the teacher of speech.

LEE EDWARD TRAVIS, *State University of Iowa.*

Mainsprings of Men. By WHITING WILLIAMS. New York. Charles Scribner's Sons, 1925. 317 pp., photographic illustrations; index; bibliography for each chapter.

This book is of importance to the teacher and academic student of persuasion, although it was written from an industrial background, for industrial leaders, and the materials have been taken

from the experiences of workers in factory, shop and mine. It is one result of a post-war period of what the author calls his " 'overalls' experiences," during which he worked and mingled intimately with the workers in many "steel plants, coal mines, ship-yards, and round-houses" in America and Europe in order better to solve the problems involved in his job as a director of personnel. The contents of the chapters have since been given repeatedly in the Graduate School of Business at Dartmouth and Harvard.

The book consists of three parts. PART I, WHAT THE WORKER WANTS, comprising chapters 1 to 6, are not of particular interest to the teacher of speech. PARTS II and III, on the other hand, entitled respectively, WHAT ALL OF US WANT and FINDING WHAT WE WANT IN OUR WORK, present a wealth of source material of interest as well as local color that bid for application to the problems of our profession, and advance mature and seasoned judgments and conclusions.

The author treats the problem in PART II in four chapters, the first one centering around the point that *the mainspring* in each of us is "the wish for worth," a "demand within us to be worthwhile," "the effort to save our social 'face'." "The prime influence on all of us today is our wish to enjoy the feeling of our worth as persons among other persons. This feeling can hardly exist without a corresponding recognition and respect on the part of others."

In chapter 8 Mr. Williams suggests some of the mainspring's outlets, among them the bid for attention, the standards of "the set," the influence of physical fatigue on our estimate of ourselves, the compensation of victory for defeat, the inseparable connection of one's life with his work, etc. "To be a person is to wish to move worthily among other worthy persons . . . In none of us is the mainspring broken: only its control, its escapement, is faulty. Of this the meaning for the would-be leader of men is evident. How best to touch those mainsprings and release their abundant powers into the desired channels—that is his problem.

There follows a comparison of the lag of thought with the leap of feeling, and certain tests of the leader of men, climaxed with "that talent which Mrs. Asquith has attributed to her husband—'the ability to make every person with whom he comes in contact think better of himself'." Chapter 10, which concludes this part of the book, treats the problem of "deciphering" people. "It looks as

if an 'Eleventh Commandment' could well be framed before the eyes of every one of us who find it so much easier to feel kindly toward our fellow than to try to know him: *Thou shalt not take thy neighbor for granted.*" The leader must *understand* them; he must have a "sincere good-will"; he must be accepted for his ability, character and reputation; he must let his followers have a partnership in the victory and share it with him. " 'So after we had designed the station exactly as we wanted it,' an architect tells how he got along with a chief engineer who never adopted a plan until he had contrived to change it—and so to share in it, 'we added a bay window. Sure enough, the chief cut it off—and we had the delight of getting the rest of it over exactly as it stood'." " 'That particular scheme for Europe's rehabilitation was not accepted,' a member of the Reparations Commission affirmed, 'mainly because its 'inventor' presented it in too perfect form. He had foreseen every possible contingency so completely that the different statesmen and chabinets had no chance to improve the plan and thereby to acquire partnership—and interest—in it'."

PART III, FINDING WHAT WE WANT IN OUR WORK, consists of three chapters, Thinking and Working Together, Feeling and Working Together, and Growing and Working Together. In them are splendid examples of persuasion in speech and other avenues of conduct. "In any event," the author concludes, "one thing is certain: none of our forefathers had such a responsibility as we have today for determining the preferences of great hosts of other performers. In all ages, even a small neighborhood has helped men gain confidence in themselves by the certainty of its esteems. As always, the neighborhood remains 'as far as a man is talked about.' But today that defines the civilized globe! As we have seen, that creates fresh possibilities of evil. But with these come fresh possibilities of good. What may not be the power of such a neighborhood's cloud of thoughtful and discriminating witnesses to request and to receive whatever worthy service they stand ready to acclaim!"

Each chapter concludes with from sixteen to twenty stimulating questions for discussion. In all he says, the author is virile and thought-provoking. The book is a contribution of experience and reaction.

W. ARTHUR CABLE, *The University of Arizona.*

Essentials of Public Speaking. By WARREN C. DUBOIS, A. M. LL. B. New York, Prentice-Hall, Inc., 1926, pp. 268.

We learn from his Preface that Mr. DuBois designs this book for use in "short, intensive courses" which "have become so popular among business and professional men that the problem of supplementing the work in the classroom with the proper text material has given instructors no little difficulty." His approach to the subject may be judged from his acknowledgement of indebtedness "to the masterful work of Professor James A. Winans (Public Speaking) and of Professor Arthur E. Phillips (Effective Speaking)." He dedicates his work to Hamilton College, the "Home of Oratory."

The contents of the book meet the expectations aroused by suc' prefatory material. Although Mr. DuBois retains "Impressiveness" as one of the separate purposes of speaking, in general he follows Winans more closely than he does Phillips. Since the principles set down are for the most part familiar, one's attention turns to the treatment. This has been determined by Mr. DuBois' past and prospective audience, made up as it is of "business and professional men" and of students loking forward to becoming such. In Chapter X the author sets down the program of a course which has been used for the past six years at the Wall Street Division of the New York University School of Commerce.

The book affords an excellent specimen of the brisk, compelling style which is cultivated by expert writers of sales letters and advertising copy. The staple of it is common sense exhilarated by slogans, fortified by a due quantity of scientific and technical lore and decked out with borrowings from history and the classics. "The results obtained by the average student in some of the short evening courses have proved the theory of the old Roman—'Poets are born, but orators are made'." Of Demosthenes: "By systematic training, which included declaiming on the seashore with pebbles in his mouth and talking while running uphill, he acquired the finest speaking voice of his age." "In short, the principles of securing action are the principles of salesmanship." Everything is made clear and concrete. Illustrations are pat. One must except from the last statement Mr. DuBois' use of the Authorized version when he quotes the opening sentence of St. Paul's address to the Athenians as an example of a compliment to the audience:

"Ye men of Athens, I perceive that in all things ye are too superstitious." The Revised version, as we know, really makes it a compliment: "Ye men of Athens, in all things I perceive that ye are very religious."

Some readers will discount Mr. DuBois as a critic of public discourse after reading, on p. 86: "Calvin Coolidge has few of the graces of oratory, but no president since Lincoln has packed his speeches with more of thought or force." Others will object to easy generalizations and superlatives: "Lincoln composed all his speeches by the oral method and not until he had perfected every sentence did he reduce the composition to writing. This practice accounts for the poetical meter of his utterances." Still others will take issue with the rule-of-thumb doctrines to be found in Chapter VII, "Auditory Aspects of Delivery," and in Chapter VIII, "Visual Aspects of Delivery." The author undoubtedly can retort that those doctrines *work* pedagogically. And perhaps this is the last word to be said concerning the whole book: it does look as if it would meet the needs of the people for whom it is designed.

HOYT H. HUDSON, *University of Pittsburgh.*

Demosthenes. By GEORGES CLEMENCEAU, translated by CHARLES MINER THOMPSON. Boston, Houghton Mifflin, 1926, pp. 158.

This account of one orator and statesman by another is in the tradition of the funeral oration. Where the dead are praised in order to exhort the living, we must not look for an altogether accurate estimate. Athens, intellectual, artistic, pleasure-loving, was confronted by a foe that threatened her civilization. Wisdom and glory were offered her by the orator-statesman, Demosthenes; but the Athenians were weak-willed. France, too, was threatened by one whom M. Clemenceau can regard only as the enemy of civilization; France, too, was intellectual, artistic, and pleasure-loving. France was saved by the wisdom and energy of an orator-statesman. In his age and retirement, M. Clemenceau delivers a farewell oration to strengthen the courage of France and to secure her support for the next Demosthenes, whenever the barbarians again become militant.

In his judgments of Demosthenes as against Aeschines and Isocrates, perhaps M. Clemenceau is right. Historians dispute these points. His use of the terms orator, rhetorician, and demagogue

suggests the relativity of these epithets; an orator may be a demagogue we like, or a demagogue may be an orator with whom we disagree. M. Clemenceau's comments upon emotion in oratory, upon the futility of mere technique, upon the necessity for burning conviction, are not so much informing as impressive. Forgetting questions of expediency, of historical accuracy, of entire fairness of judgment, of oratory as an art of leadership, a reader is moved by this militant and unconquerable spirit of our own age invoking a like spirit of antiquity to strengthen his people against the perils of "defeatism."

E. L. HUNT, *Swarthmore College.*

Theatre Practice. By STARK YOUNG. New York. Scribner. 1926. Pp. xii + 208.

In view of the many books now available on how to do this, that or the other back stage one wonders why this book was not called "Theatre Theory," for by contrast it is that. It is a book of essays, some of which have appeared before in the *Theatre Arts Monthly.* They are of somewhat unequal value, most of them rather academic in tone, but all of them interesting.

The chapter on Acting is one of the best. Unlike some of our modern critics Mr. Young has a sane attitude on illusion in acting, and he always emphasizes the importance of idea. His insistence upon recognition of quality or *genre* in acting is a contribution much needed in the theatre of today. The Notes on acting are hit or miss, but stimulating. The chapters on Illusion and Wonder, and on Wearing Costumes are both excellent, the latter being quite unusual. The worst chapter is the one on Directing, and the very best is the one on Theatre Realities, which is sufficiently practical to live up to the title of the book. The discussion of voice should be read by every student of the theatre, and also the delightful passage on the "tragic goose-step."

JOHN DOLMAN, JR., *University of Pennsylvania.*

Rules of Order for Business Men. By E. S. KING. Lansing. The Michigan Education Company. 1926. Pp. 158.

A new book on Parliamentary Procedure is no novelty, but this one has two points of difference from most of the others.

First, an attempt is made to condense the principles of procedure

into the charts of motions at the beginning of the book. There is nothing new in the use of a chart, but this one is a little more descriptive in its classifications and a little more suggestive of reasons and purposes than most.

Second, almost the entire book is presented in the form of Parliamentary dialogue, so that one may absorb the terminology with the atmosphere of a deliberative body while he is studying the principles and laws themselves. This feature ought to prove valuable, especially with a group of beginners. The explanation of principles is carried through the book, instead of being concentrated in a first chapter as in many of the manuals.

JOHN DOLMAN, JR., *University of Pennsylvania.*

Man the Puppet, the Art of Controlling Minds. By ABRAM LIPSKY. New York, Frank-Maurice, 1925.

"The endeavor to control the minds of other men is universal in human society. The struggle for existence is not the clash of opposing bodies usually pictured, but rather a vast campaign of conciliation, persuasion and seduction. Man, as an individual, is more interested in getting others to do things for him than in controlling the forces of nature." With considerable detachment Mr. Lipsky observes the persuasive processes involved in thwarting the common man, in the formation of public opinion, in spell-binding, in education, in the growth of myth and illusion, and in varied manifestations of the universal urge to control the minds of others. Mr. Lipsky's style lacks the vigor of the more indignant commentators on the characteristics of the crowd mind, but his conclusions are safer. *Man the Puppet* is an excellent introduction to the social significance of persuasion.

E. L. HUNT, *Swarthmore College.*

Hyde Park: Its Orators and Audiences. By DONALD STEWART. Elsom and Co., Hull, 1925, pp. 32.

This pamphlet is a lively description of the speakers of Hyde Park, and their audiences. Various speeches and arguments are summarized, and specimens of the heckling reproduced. Mr. Stewart takes advantage of the opportunity to insert a socialistic speech of his own. His study of Hyde Park does not seem to have given him a style that would command the attention of an out-of-

E. L. HUNT, *Swarthmore College.*

OLD BOOKS

[This department will discuss old volumes of interest to the book-collectors among our readers. Contributions and suggestions should be sent to Hoyt H. Hudson, University of Pittsburgh.]

A Course of Lectures on Oratory and Criticism. .By JOSEPH PRIESTLEY, LL. D., F. R. S. London, 1777. 313 pp. 4to.

Were we to emulate the school of writers which has degenerated from Lytton Strachey, we might frame an opening sentence something like this: Joseph Priestley, having achieved a considerable success with his three volumes entitled *Experiments and Observations on Different Kinds of Air,* then put through press his *Lectures on Oratory and Criticism,* evidently intended as a foot-note to the longer work. The fact is that in his late twenties Priestley had acted as Tutor in Languages and Belles Lettres in an academy; and from the field of these subjects and that of theology (always a major interest with him), he attempted a Baconian assault upon all knowledge. After publishing his *Rudiments of English Grammar* (1761) and *Lectures on the Theory of Language* (1762) he advances (as one might expect) to *An Essay on a Course of Liberal Education* (1765). Then, having put together, among other works, an outline of universal history and a similar epitome of universal biography, he prepared at the suggestion of Franklin one of his major works, *The History and Present State of Electricity.* That was followed by his works on gases, by the announcement of his discovery of oxygen in the air, and by the present book.

For the material of this work Priestley simply revised the notes of lectures which he had given several times over in his tutorial days. "Oratory," he says, "is the natural faculty of speech improved by art." He carefully disassociates this discipline from that of grammar, from that of logic, and from the study of human nature (ethics), though stating that a knowledge of all these is ne-

cessary to the orator. The art of oratory, as he proposes to treat it, is subsumed under four divisions: Recollection (the term he prefers for invention), Order (or method), Style and Elocution. The old division of *memoria*, or memorizing, he never mentions. Concerning elocution, or delivery ("pronunciation" is more often his term), he gives us only this explanation in his Preface:

> **The last part of the work, relating to *elocution*, I never composed .. The reason of this omission was, that it was my custom (as I believe it is still that of my successors in that department of the academy, and it is certainly a most useful one) to have lectures appropriated solely to the business of elocution, which all the students who were designed for public speakers constantly attended, at least once a week. At these lectures great pains were taken to form the pupils to a habit of just and graceful delivery; and the instructions were given as occasion required; so that the reducing of them to writing was by no means necessary.**

Yes, we know those "lectures appropriated solely to the business of elocution," where "great pains are taken, etc. etc." We call them drill periods.

Thus Mr. Priestley's lectures on oratory and criticism boil down to lectures on invention, method (arrangement), and style. And it is significant that as soon as he completes his treatment of invention and method he changes the running title of his pages from "Lectures on Oratory" to "Lectures on Criticism." Every teacher of English composition, as well as every teacher of public speaking, knows how much easier it is to talk about figures of speech, about climax, concreteness, imagination, and the beauties of literature than it is to talk about the materials and structure of discourse. We are not surprised, then, to find Mr. Priestley devoting twenty-five lectures to style, against five each to invention and method. The lectures on style, however, are by no means void of constructive suggestions. Amid much echoing of Kames's *Elements of Criticism* they contain a considerable fund of shrewd observation on the practice of speakers, and a fairly successful explanation of the force of figures and devices of speech in terms of the "new psychology" of the day—the associational system of Hartley. One can have a very good time with Priestley's lectures "Of Forms of Address adapted to gain Belief," "Of Objections, Suppression of what might be said, and Marks of Candour," "A general Account of the Pleasure we receive from Objects that Occasion a moderate Exertion of our Faculties," "Of Novelty," "Of

the Pleasure we receive from Uniformity and Variety," and some others. Here is a taste of our author's theory:

> If a person adopt any of the forms of address which derive their beauty, force, and efficacy, from their seeming to be extemporary, as well as those which express great earnestness and vehemence; all his gestures, the air of his countenance, and his whole manner should correspond to them; because certain gestures and motions of the countenance universally accompany natural vehemence, and genuine extemporary expression. When these things, which have so strong a conception in nature, are not united, the whole must appear extremely unnatural, the *imperfect artifice* will be easily seen through, and the impostor be deservedly exposed.
>
> If a person never attempts these forms of speech but when his temper really corresponds to and dictates them, he will seldom fail in point of propriety; because the state of mind being strongly associated with those correspondent motions, they are excited mechanically and justly. No *attention* can supply the place of this. The external expressions of passion, with all their variations, corresponding to the different degrees of their emotions, are too complex for any person in the circumstances of a public speaker to be able to attend to them. Or, were it possible, the difference between a *genuine automatic* and a *voluntary* motion is sufficiently apparent.

The theory that our pleasure in art arises chiefly from perception of the skill required in its execution leads Priestley to some questionable conclusions. We prefer the extemporaneous speech to the "pre-composed," he says, because speaking extempore is more difficult. Likewise, "A landscape in needle-work engages the attention more than the same landscape, much better executed, in drawing or painting." On this theory, that old number in the elocution-books in which every word begins with the letter *s* is the acme of human discourse. The same line of thought explains, he argues, our preference for verse over prose, for rhymed over blank verse. However, he also allows that where attention is directed to the skill of the performer it is drawn from the subject treated; and therefore he names prose as "the only language of real serious emotions and passions." In the same connection he proves that the work of the preacher is more difficult than that of the actor, since the preacher must on no account allow any attention to be drawn to his art; in short, a preacher must do all that an actor does, with the additional handicap of doing it either with lack of art or with perfect concealment of art.

Mr. Priestley knew the difficulties of the preacher; for it was

as such that the largest number of his contemporaries thought of him. He wrote light verses, he played the flute, he defended the French Revolution, he saw his house and church burned down by those whom his views had offended, he came to America to die. But for our present purpose, the best summary is the comment of one who had often heard him preach: "He uses no action, no declamation, but his voice and manner are those of one friend speaking to another."

HOYT H. HUDSON, *University of Pittsburgh.*

IN THE PERIODICALS

[Material for this department should be sent to A. Craig Baird, University of Iowa. Short reviews of important articles, notices of new publications of interest to our group, lists of articles or single items of possible interest, will be welcomed.]

GRAHAM, GLADYS MURPHY. *A Laboratory Course in Straight Thinking.* School and Society, XXIV, 662: pp. 658-662, November 27, 1926.

Mrs. Graham presents, from a point of view that she has made known to readers of the QUARTERLY JOURNAL, a plan for training in thinking. It consists of analysis and classification of specimens of reasoning collected by students and brought to the classroom. The course is to be regarded as scientific, apparently, because at the first meeting the class is told that the course is "a distinctly scientific, a laboratory one; that the chief task is the dissection, the analysis of specimens... The specimens collected are not to be of the species of beetles and butterflies which concern the entomologist nor of the plant life of the botanist; they are to be of types, of species, of attempted reasoning. They may be found in political speeches, magazine articles, editorials, sermons, cartoons, lectures. These will be treated regardless of source and emotional coloration, just as dispassionately and technically as the man in the laboratory of

the physical sciences dissects, considers and seeks to read laws out of his data."

This procedure, of course, is an ancient one in courses in logic, or in argumentation; but logic, Mrs. Graham feels, is unduly formal and mechanical, too much identified with the syllogism, while argumentation is too restricted in the number of students to give scope to so basic and valuable a training. A more adequate opportunity for such a discipline would be in the "orientation" course, which Mrs. Graham believes to be "one of the most forward-looking and deeply comprehending educational moves of the time." Our own attitude toward these courses was expressed by a bewildered alumnus who wrote to one of the publications of his alma mater that he was "brought up to believe that it was the whole duty of a freshman to keep his mouth shut and his pores open and to pass his work—that serious problems, like cuts in the leg, would cure themselves if you did not pick them."

E. L. H.

WILSON, GEORGE P., *Chaucer and Oral Reading.* South Atlantic Quarterly, XXV: 3, July, 1926.

Mr. Wilson argues that Chaucer wrote some of his works with the intention of reading them aloud, i. e., with oral reading as their chief mode of publication. In the first half of the article is a good summary of the use of oral publication in classical and mediaeval times. To this reader it seems that Mr. Wilson's thesis is self-evident, not requiring the proof which is here adduced; and the chief merit of the article is to call attention to a fact which we are too likely to forget.

H. H. H.

SCOTT, FRED NEWTON. *American Slang.* S. P. E. Tract No. XXIV. Oxford University Press, 1926.

A glossary of about two hundred American slang terms "compiled for British readers who are struggling with the works of Sinclair Lewis and similar contributions to American literature."

BUCKINGHAM, ELISABETH LEE. *Dictaphone Aid in Dramatic Production.* Theatre and School, Published by the Drama Teachers' Association of California. V., 1; October 1926.

A plea for greater attention to the interpretation of lines in the

production of plays, and an account of the use of the dictaphone in drama study. Miss Buckingham believes the use of the dictaphone will become general.

STINCHFIELD, SARA M. and DORSEY, JANE. *A Preliminary Classification of Speech Defect Terminology.* Oralism and Auralism, July 1926.

A classification of terms used by writers in English on speech defects. Bibliography.

ROOT, A. R. *A Survey of Speech Defectives in the Public Elementary Schools of South Dakota.* The Elementary School Journal, XXVI, 7; March, 1926.

Professor Root finds that 6.3 per cent of the pupils in the elementary public schools of South Dakota are afflicted with a major type of speech disorder; speech defectives show a lack of ability in making normal progress through the grades; the amount of retardation varies with the type of speech defect.

Laboratory and Research

REPORT OF THE COMMITTEE ON RESEARCH

DECEMBER 29, 1926.

Since the 1925 convention, the committee has done nothing more than follow the procedure initiated by Professor Wichelns, i. e., we have endeavored to get reports on research and to classify the statements as they have come in. We have assumed that, while there may be many ways in which research could be encouraged, the main function of the committee should be merely to keep the profession informed as to what is going on in the field. In the work of the publications committee, we feel that an important forward step has been taken and that its effects on the quality of research must necessarily be extremely salutary. It is needless to say that

we shall enthusiastically welcome any constructive suggestions as to the function and work of the committee.

A. T. WEAVER, *Chairman.*

RESEARCH IN PROCESS OR LATELY FINISHED

Compiled by the Committee on Research

SPEECH CORRECTION

Dollard, Marguerite Mary, and Eiseman, Cecil Lenore. Survey of Speech Disorders found in the Catholic Parochial Schools of Madison, Wisconsin. (A. M. thesis at University of Wisconsin under Professor West; finished.)

Fagen, Leo. A Study of Tonus during Stuttering. (A.M. thesis at University of Iowa under Dr. Travis; unfinished.) General muscular tonicity during quiet periods, normal speech and stuttering is obtained. Stutterers and non-stutterers comprise the two groups for comparison.

Grim, Harriett Elizabeth. Study of Rhythm of Speech with Particular Reference to Differences Between the Rhythm Sense of Normal Speakers and Stutterers. (A. M. thesis at University of Wisconsin under Professor West; finished.)

Holcombe, Helen Colby. An Outline and Technique for the Study of Speech Defect Cases. (A.M. thesis at University of Wisconsin under Professor West; finished.)

Kentzler, Ruth Purdy. A Study in Sinistrality as Related to Speech. (A. M. thesis at University of Wisconsin under Professor West; finished.)

Perlowski, Frances A. Psychiatric Aspects in a Study of Five Hundred Cases of Speech Disorder, with Intensive Treatment of Several. (A. M. thesis at Minneapolis Guidance Clinic under Dr. Smiley Blanton; unfinished.) This is to be a statistical study of 500 cases of speech disorders to ascertain the psychiatric aspect contributing to the disorders. The place of a psychiatric social worker in the treatment of cases such as these. An intensive study and treatment of several cases will be made.

Rasmus, Bessie. Socio-psychological Study of Speech Defectives. (A. M. thesis at University of Iowa under Dr. Travis; unfinished.) This study will make use of psychological and psy-

chiatrical examinations and social case history records to get at the causes of speech defects.

Roth, Alpha. The Motivation of the Speech Education of Children. (A. M. thesis at University of Wisconsin under Professor Robert West; finished.) This study considers the interests of the child at various ages and makes provision for the motivation through games and literature of the special training that the child needs; of special application to the training of cases of speech disorders. It is an attempt to carry over into the field of speech correction the technic of recreational therapy, used so successfully in the reëducation of paralyzed and crippled children.

Travis, Lee. Lack of Neural Integration During Stuttering. (Special study at University of Iowa; finished; to be published soon in Archives of Neurology and Psychiatry.) By means of breathing, laryngographic and breath pressure curves it is possible to study neural integration during normal speech and stuttering. In normal speech the two main sets of breathing muscles seem to be controlled by the same nervous arc while the articulatory organs and the extrinsic muscles of the larynx are under the control of a second neural centre or arc. These two arcs operate independently of each other in speech. In stuttering the two breathing musculatures are often controlled by two different discharging nervous centres and frequently the extrinsic muscles of the larynx are controlled by one or the other of these two independent centres.

Travis, Lee. Lack of or Confusion in Cerebral Dominance in Stutterers. (Special study conducted at University of Iowa; unfinished.) Time of discharge of the two cerebral hemispheres is determined by photographing the neuro-muscular action currents from the fore-arms during voluntary flexion of the digits.

Travis, Lee. Phono-photographic Study of the Act of Stuttering. (Special study conducted at University of Iowa; finished; to be published soon in Archives of Neurology and Psychiatry.) The stutterer's efforts at vocalization during both repetitive and propositional speech are accompanied by various neuro-muscular periodicities of rates varying from 5 to 50 per second. These periods occur especially in the action of the diaphragm and the intrinsic muscles of the larynx.

Wilcox, Edna B. A Comparative Survey of the Incidence of Speech Disorders among Jews and Gentiles, with an Analysis of the

Apparent Preponderance of Speech Disorders among Jews. (A.M. thesis at University of Wisconsin under Professor Robert West; unfinished.) Statistics based on a survey of representative speech clinic centers in the U. S. form the basis of this study. Examination of case histories reveals the outstanding characteristics of the Jewish cases. A study of these case histories in the light of the opinions of scientific writers on the subject of the social, physical, and psychic history of the Jews will be the means of determining the reason for the preponderance of speech disorders among Jews.

VOICE SCIENCE

Barnes, John. Studies in Breathing. (Ph. D. thesis at University of Wisconsin under Professor Weaver; unfinished.) This project is an attempt to answer the question, in part at least, "Of what value are breathing exercises?" It is a study of the effect of supervised daily drill on prescribed exercises upon thirty men students over a period of five months.

Keller, Franklin. "Chest Resonance" in the Vocalized Tone. (A. M. thesis at Northwestern University under Dr. Simon; unfinished.) This study is to be composed of two major parts. The first will be a brief discussion of existing theories regarding "chest resonance"; the second will be an experimental study which shall attempt to prove or disprove the presence of "chest resonance" in a vocalized tone. In the second part, the phonelescope and another specially constructed vibrating mirror will be used with a photographic apparatus which will make permanent records.

Miller, C. B. Synecdoche of Speech Movements. (Special study conducted at University of Michigan under direction of Professor Muyskens; finished.) It is wrong to designate speech sounds by descriptions such as "Tongue-point" "alveolar" "stopt," etc., for such descriptions scarcely, if ever, apply to speech movements. The study points to the ever changing elements of speech in contradiction to the positional or regional descriptive classifications; it emphasizes the dynamic elements.

Weller, Herbert C. Rhythm in Speech. (A. M. thesis at University of Illinois under Professor Woolbert; finished.) A laboratory study of the rhythmal-quadrae theory of rhythm advanced by Professor Scott of Iowa. The theory makes two fundamental assumptions: first, that in all good prose the sentences tend to divide into four members or multiples of four; and second, that the

arrangement of the stressed and unstressed syllables tends to be either metrical or symmetrical. The conclusions support the theory.

West, Robert. Nature of Hearing for Speech. (Special study conducted at University of Wisconsin; intended as a companion study to the "Nature of Vocal Sounds," 1925; unfinished.) An attempt to explain certain phenomena of speech perception, with particular reference to those arising out of disorders of hearing.

SPEECH COMPOSITION AND RHETORIC

Bane, Laverne. The Oratory of Senator Borah; a Study of his Campaign. (A. M. thesis at University of Iowa, under Professor A. Craig Baird; unfinished.)

Barnard, R. E. Persuasion in the speeches of Wendell Phillips. (A. M. thesis at State University of Iowa, under Professor A. Craig Baird; unfinished.)

Borchers, Gladys L. A Study of Oral Style. (Ph. D. thesis at University of Wisconsin under Professor O'Neill; unfinished.) The study consists of two parts: Part 1, a set of rules and suggestions for determining the difference between good style in speaking and good style in writing. An attempt to classify all that has been said on this subject from ancient to modern times. Part 2, an application of the foregoing rules to the work of a number of men recognized as having good oral and good written style.

Cable, W. Arthur. Materials for the Study of Argumentation. (Special study conducted at University of Arizona; unfinished.) A compilation of examples of the various kinds of evidence, arguments, fallacies, and refutation. Intended for analysis and classification by the student, in order that he may gain a wider acquaintance and more intimate familiarity with these phases of argumentation. A carefully selected and graduated "case book" adapted for class use with any standard textbook in argumentation and debate.

Chapel, Ralph Ezra. The Influence of Court Oratory Upon American Oratory in General. (A. M. thesis at University of Wisconsin under Professor Weaver; finished.)

Dunham, R. R. James, Blair, and Campbell as Rhetoricians. (A. M. thesis at Cornell University, under Professors Wichelns and Drummond; unfinshed.)

Higgins, H. H. A History of the Lyceum in the United States between 1840 and 1850 with critical study of selected lec-

tures. (A. M. thesis at University of Iowa under Professor A. Craigh Baird; unfinished.)

Hunt, E. L. Translation and Edition of St. Augustine, *De doctrina christiana* Liber IV. (Special study conducted at Swarthmore in consultation with Charles Sears Baldwin of Columbia; unfinished.) An attempt to make clear the rhetorical significance of Augustine's work by means of an historical introduction and especial attention in translation to Augustine's rhetorical terminology.

McGrew, J. Fred. The Treatment of Speech Composition by English Writers from Cox to Whately. (A. M. thesis at University of Wisconsin under Professor O'Neill; finished.) A study of the early rhetorics in English. Detailed analysis of the treatment of Speech Composition by the more significant writers of this period.

Parrish, W. M. Critical Edition of Whately's Elements of Rhetoric. Ph. D. thesis at Cornell University, under Professors Wichelns, Drummond, and Cooper; unfinished.)

Pendelton, Annah Jo. The Speeches of Woodrow Wilson. (A. M. thesis at University of Iowa, under Professor A. Craig Baird; unfinished.)

Wells, Earl W. Analysis in Argument. (A. M. thesis at University of Wisconsin under Professor O'Neill; unfinished.) Survey of what has been written on analysis in argumentation and debate to be made, followed by comparative study; relations to legal analysis and pleading to be observed.

Young, W. E. The Henry-Madison debate in the Virginia Convention of 1788. (A. M. thesis at University of Iowa under Professor A. Craig Baird; unfinished.)

DRAMATICS

Barnes, Harry G. Use of Light and Color in Dramatic Production. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Blackburn, Margaret. The Stage in St. Louis from 1850 to 1860. (A. M. thesis at University of Iowa under Professor E. C. Mabie; finished.)

Cook, Wilton W. The Relation of Originality and Imitation in Dramatic Behavior. (A. M. thesis at University of Southern California under Professor R. K. Immel; finished.) A study based on original material collected by Mr. Cook in the process of teaching

various grades of children. A critical observation of the spontaneous play of children with an attempt to evaluate the tendencies of originality and imitation in their games, and more particularly in their dramatic behavior.

Criswell, Gladys Laura. Stimuli which cause the Humor in Modern Drama. (A. M. thesis at Northwestern University under Professor Hinckley; unfinished.) The thesis will consist of a classification of the stimuli of humor as given by several well-known authorities. Then an attempt will be made to prove which stimuli are used most frequently to cause humor and whether this humor is found in the lines of the play, in the situations, in the action, or in the characters. This will be done by analyzing several modern comedies and by making charts.

Dunn, Winifred. The Acting of Shylock. (A. M. thesis at University of Southern California under Professor R. K. Immel; unfinished.)

Easton, Bonita. Evaluation of Little Theater Movement. (A. M. thesis at University of Southern California under Professor R. K. Immel; unfinished.)

Fleischman, Earl E. The Technique of Emotional Speech in Drama. (Ph. D. thesis at University of Michigan under Department of Rhetoric; unfinished.) An introduction to the study of the technique of emotional speech in drama. The method is a combination of the theoretical and the experimental. The aim is the analysis of the composition of emotional speech from the psychological point of view. The major part of the thesis is taken up with the establishment, by the philosophical or synthetic method, of a point of view from which such an analysis must be made. The remainder of the work consists in collecting data from controlled experimentation in the laboratory, computing correlations and deducing conclusions from the data. The literary material used is chosen from modern English and American dramatic compositions of recognized merit.

Given, Kingsley Walton. Director's Study of Requirements and specifications for a University Theatre Building. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Hoppe, Victor H. The Varying Interpretations of Outstanding Hamlets of the English speaking stage. (A. M. thesis at North-

western University, under Professor Hinckley; unfinished.) A comparative study of great Hamlets of English stage with especial attention to the conception of the character of Hamlet brought out by the acting of the part.

Lorenz, Jennie. Charlotte Cushman: A Study in Acting. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Smith, Mrs. Jane L. The Stock Company System in the American Theatre. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Jones, Leah I. Analysis of Current Dramatic Criticisms in America. (A. M. thesis at Northwestern University under Professor Hinckley; unfinished.) The above subject includes an examination of various newspaper and magazine criticisms on recent dramatic productions. An effort is being made to determine what our critics criticize and how much space they give to the many elements concerned with the play and its presentation in the American theatre.

Keppie, Elizabeth Evangeline. Dramatics in the High School. (A. M. thesis at University of Southern California under Professor R. K. Immel; finished.) A questionnaire was sent to all the High Schools of California and the data thus collected was used as a basis for a study of dramatics in high schools, the relation of dramatics to other subjects, and the attitude of teachers and administrators toward dramatics. To this has been added Miss Keppie's evaluation of drama as an educational subject and her opinion of its place in the curriculum. The thesis has a further background of wide reading in educational psychology.

Rice, Philip. Relation of Dramatics to Public. (A. M. thesis at University of Southern California under Professor R. K. Immel; unfinished.)

Ross, Esther. The Rip Van Winkle Tradition in American Drama. (A. M. thesis at University of Southern California under Professor R. K. Immel; unfinished.)

Swanson, J. Wesley. The Visual Elements of Production in the American Theatre. (A. M. thesis at Northwestern University; unfinished.) An historical survey and study of the visual elements of production in the theatre in the United States up to the year 1900. The use and development of the various devices for obtaining the stage picture will be treated.

Van Kirk, Gordon. The History of the Theatre in Chicago. (A. M. thesis at Northwestern University under Professor Hinckley; unfinished.) As the title suggests, this thesis is to be the story of the origin and development of the theatre in Chicago.

READING

Barnes, John. Vital Capacity and Oral Reading. (Special study conducted at University of Wisconsin under Professor Weaver; finished.) This special study was designed to determine the co-efficient of correlation between vital capacity and excellence in oral reading. One hundred and twenty-four students in public speaking classes were used as subjects. A small positive correlation was found.

Buchanan, Mary. Values of Oral Interpretation. (A. M. thesis at University of Southern California under Professor R. K. Immel; unfinished.)

Constance, Margaret. A Critical Study of the Poetry of Robert Frost to determine its Value for Public Reading Purposes. (A. M. thesis at Northwestern University under Professor Lardner; unfinished.) With the poetry of Frost as a basis, there will be an attempt to arrive at some general principles to guide in the selection of oral reading material.

Haney, Elsie. Physical Response in Oral Interpretation. (A. M. thesis at Northwestern University under Dr. Simon; unfinished.) An experimental study of incipient movements on the part of both reader and audience in the speech situation. Poetry presenting varying degrees of motor imagery will be used as selections for reading while physical responses are recorded for analysis.

Havinghurst, Mildred. Studies in Reading. (Special study conducted at University of Wisconsin under Professor Weaver; unfinished.) This is an attempt to summarize the results of important scientific investigations in oral and silent reading. The study will endeavor to point out the factors and conditions that affect the progress in reading and the methods to be used in improving reading instruction. Experimental work is being done with public speaking classes at Wisconsin University, using the Van Wagenen Reading Scales A and B and the Army Alpha Group Intelligence Test. The aim is to compute the correlation between intelligence and reading ability, to study typical errors of interpretation in paragraph reading and their psychological and pedagogical signi-

ficance, and to see what effect training in oral interpretation may have upon ability in silent reading.

Havinghurst, Mildred. Respiration in Oral Reading. (A. M. thesis at University of Wisconsin under Professor Weaver; finished.) Laboratory study of thoracic respiration during oral and silent reading of different types of literary material. The study revealed a distinct acceleration of respiration during both oral and silent reading. The study also uncovered a number of interesting possibilities for future research.

Reherd, Elizabeth L. A Study of the Literature Collected and Published in the United States for Oral Interpretation. (A. M. thesis at Northwestern University under Professor Lardner; unfinished.) A study of the literature collected for oral interpretation to determine reasons for its choice, and types of material that have been popular for reading orally.

PEDAGOGY

Henderson, Florence M. A suggested course in Speech Training for Junior High Schools. (A. M. thesis at University of Iowa under Professor C. H. Woolbert; unfinished.)

Nelson, Maxine Garner. An Investigation of the Methods of Speech Training used in the Private Schools of Cook County. (A. M. thesis at Northwestern University under Dr. C. T. Simon; unfinished.) The thesis will consist of an introduction of a series of snap shots of the various private schools in Cook County teaching expression, dramatic art, or public speaking, and a conclusion or general discussion of the methods used. Each snapshot will contain such information as technical matters, the cost of instruction, the courses offered, the amount of work done in class and in private in terms of hours, the size of the faculty and their training, the degrees offered, and so forth,—and a description of the methods.

Farma, William T. Mental Hygiene Applied to Speech Education. (A. M. thesis at University of Wisconsin under Professor West; unfinished.) The broadened application of clinical methods of speech correction to general problems of speech pedagogy.

PHONETICS

Case, Ida Mae. A Group of Articulation Exercises for Pre-School Children. (A. M. Thesis at State University of Iowa under

Professor Sarah T. Barrows; unfinished.) Articulation drills in play form to teach little children the correct formation of certain consonants with which children frequently have difficulty.

Root,A. R. Tests for Accuracy and Speed in the use of the Phonetic Alphabet. (Special Study at State University of Iowa under Professor Sarah T. Barrows; unfinished.) Completion, multiple choice and true, false tests are being used to test the student's mastery of phonetic symbols.

PSYCHOLOGY

Hansen, J. D. To correlate the ability to discriminate inflection in speech, with the ability to discriminate pitch in music. (A. M. thesis at University of Iowa under Professor G. W. Gray; unfinished.)

Roluskopf, Horace G. A basis for predicting the abilities and needs of students in speech as an aid toward sectioning a class of more than a thousand college freshmen. (A. M. thesis at University of Iowa under Professor C. H. Woolbert; unfinished.)

Spadino, Egbert J. Critique of Delsartes teaching in terms of an objective attitude towards mind. (A. M. thesis at University of Iowa under Professor C. H. Woolbert; unfinished.)

MISCELLANEOUS

Borchers, Gladys L. A Study of Blood Pressure Changes in Reading and in Listening to Reading. (Special study at the University of Wisconsin under Professor Weaver; finished.) The Erlanger apparatus was used to study the changes in the blood pressure of twenty subjects while they were reading and while they were listening to the reading of different types of literature. Comedy, tragedy, and literary material lacking an emotional content were used. Two subjects were observed while they were taking oral examinations for the Master's degree. Blood pressure was taken before, after, and at frequent intervals during the examinations. The results were put into the form of graphs.

Weiss, Nicholas J. The Use of Four Standard Psychological Tests in the Diagnosis and Treatment of Stuttering. (A. M. thesis at University of Wisconsin under Professors Weaver and West; finished.) The tests were those invented by: Jung, Kent-Rosanoff, Pressy, and Downey.

Welty, M. Lucile. Development of Speech in Infants. (Special study at the University of Wisconsin under Professor Weaver; fin-